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# ***Alaska Content Standards for ART***

**A** A student should be able to create and perform in the arts.

A student who meets the content standards should:

- 1) Participate in dance, drama, music, visual arts, and creative writing.
- 2) refine artistic skills and develop self-discipline through rehearsal, practice, and revision;
- 3) Appropriately use new and traditional materials, tools, techniques, and processes in the arts;
- 4) Demonstrate the creativity and imagination necessary for innovative thinking and problem solving;
- 5) collaborate with others to create and perform works of art;
- 6) Integrate two or more forms to create a work of art; and
- 7) Investigate careers in arts production.

**B** A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:

- 1) Recognize Alaska Native cultures and their arts;
- 2) recognize United States and world cultures and their arts;
- 3) recognize the role of tradition and ritual in the arts;
- 4) investigate the relationships among the arts and the individual, the society, and the environment;
- 5) recognize universal themes in the arts such as love, war, childhood, and community;
- 6) recognize specific works of art created by artists from diverse backgrounds;
- 7) explore similarities and differences in the arts of world cultures;
- 8) Respect differences in personal and cultural perspectives; and
- 9) Investigate careers relating to arts history and culture.

**C** A student should be able to critique the student's art and the art of others.

A student who meets the content standard should:

- 1) Know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme;
- 2) examine historical and contemporary works of art, the works of peers, and the student's own works as follows: a) identify the piece, b) describe the use of basic elements, c) analyze the use of basic principles, d) interpret meaning and artist's intent, e) express and defend an informed opinion.
- 3) accept and offer constructive criticism;
- 4) recognize and consider an individual's artistic expression;
- 5) exhibit appropriate audience skills; and
- 6) investigate careers relating to arts criticism.

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**D** A student should be able to recognize beauty and meaning through the arts in the student's life.

A student who meets the content standard should:

- 1) make statements about the significance of the arts and beauty in the student's life;
- 2) discuss what makes an object or performance a work of art;
- 3) recognize that people tend to devalue what they do not understand;
- 4) listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs;
- 5) consider other culture's beliefs about works of art;
- 6) recognize that people connect many aspects of life through the arts;
- 7) make artistic choices in everyday living; and
- 8) investigate careers related to the search for beauty and meaning, which is aesthetics

# ELEMENTS AND PRINCIPLES OF DESIGN

## *The Elements of Design are the building blocks of art*

**Line: A line is a path of a point moving through space. Types of lines can include actual, implied, vertical, horizontal, diagonal, gesture and contour lines.**

**Pre-K** – Identify a variety of lines

**K** - Find and name a variety of lines including those that are straight, zigzag and curved

**1st** - Identify and name a variety of lines and their positions (horizontal, vertical, diagonal)

**2nd** - Using appropriate vocabulary, find and identify a variety of lines in both the classroom and in works of art

**3rd** - Identify and talk about lines that have a variety of qualities including differences in size, shape, length and direction, and understand that lines can exhibit more than one quality at once

**4th** - Identify various line qualities using art vocabulary and point out how line can show movement

**5th** - Identify how artists use real and implied line to show movement and discuss the difference between the two kinds of lines

**6th** - Identify a variety of lines and discuss how the artist has used line in inventive and creative ways

**Shape: When lines meet, 2 dimensional shapes are formed. Shapes can be geometric (squares, rectangles, triangles, circles, and ovals), or organic/irregular.**

**Pre-K** – Point out and name various shapes

**K** - Identify the basic shapes of square, rectangle, circle, oval, triangle, diamond

**1st** - Identify and name basic geometric shapes, compare and contrast these shapes for similarities and differences

**2nd** - Identify basic shapes and observe how shapes work together to form objects

**3rd** – Identify organic and geometric shapes; find both kinds of shapes in works of art

**4th** - Describe the difference between geometric and organic shapes, point out where the different types of shapes occur in both nature and art

**5th** - Describe how artist use a variety of shapes in different sizes to create interesting works of art

**6th** - Identify and describe how artists use different shapes in their art to communicate meaning

**Form: Form has three dimensions- length, width, and depth and resides in space. Form may be an object having actual volume, or implied volume can be shown on a 2-D surface with the use of light and shading techniques.**

**Pre-K** – Identify objects that are flat and not flat

**K** - Recognize the difference between flat (2D) and not flat (3D)

**1st**- Identify the difference between objects that appear, or are, flat and not flat

**2nd** – Locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder

**3rd**- State whether an art work is 2-Dimensional or 3-Dimensional

**4th** - Use the dimensional terms of height/length, width for 2-D and know that 3-D has the added dimension of depth

**5th** - Know that form has mass and volume and understand the difference between low relief and high relief in sculpture

**6th** – In works of art differentiate between shape and form and be able to describe the difference between the two. Describe what the dimensional properties of a sculpture are

**Color: Color is derived from reflected light. The color wheel shows the chromatic scale and demonstrates three properties:**

**1) Hue, the name of the color (determined by the dominant wavelength)**

**2) Intensity, or the purity and strength of the color defined as brightness or dullness**

**3) Value, the lightness or darkness of the color**

**Pre-K** – Identify colors by name

**K** - Using a color wheel, identify colors by name and identify the primary color family

**1st** - Using a color wheel, identify the two color families of primary and secondary and name the colors in each family

**2nd** - Using a color wheel identify what colors belong in the various color families of primary, secondary, warm and cool

**3rd** - Identify the various color families of primary, secondary, warm, cool and be able to describe the color mixing process of making secondary colors

**4th** - Identify the various color families along with tints and shades

**5th** - Be able to describe how artists use a color wheel to make decisions about color in their works of art (including how they use complementary and analogous colors)

**6th** – Describe how artists use color in a variety of way to create mood and convey messages about feelings and ideas

**Value: refers to different degrees of lightness or darkness in an artwork. Value depends on how much light a surface reflects and is one of the three properties of color. Light and shadow are properties of value that help us to read and understand two-dimensional works of art**

**Pre-K** – Point to areas of light and dark

**K** - Indicate areas of light and dark within a work of art

**1st** – Recognize the difference between light and dark in the same color

**2nd** – Find a range of values from light to dark in a work of art

**3rd** – Recognize how values can change by the addition of black or white

**4th** – Show how darker values can indicate areas of shade and reflected light

**5th** – Understand how artists use value to indicate form in a two dimensional picture

**6th** – Identify examples of a monochromatic color scheme and understand how artists use value to direct the viewer’s eye around the artwork

**Texture: refers to the surface qualities of an object and can be real or implied**

**Pre-K** – Identify things that are smooth and not smooth

**K** – Identify the difference between smooth and not smooth

- 1st** – Identify actual texture and use texture words to describe what is felt
- 2nd** - Know that texture is something that can be felt, use words to describe how something feels (not just what it reminds them of)
- 3rd** – Find actual and visual texture and use descriptive words to describe it
- 4th** – Differentiate between actual and visual texture in works of art
- 5th** – Use descriptive words to describe actual and visual texture in works of art
- 6th** – Continue to use descriptive words to describe actual and visual texture in works of art

**Space: refers to 1) the area in which art is organized, 2) an area showing depth or perspective, Space can be two-dimensional (2-D), three-dimensional (3-D), negative and/or positive**

- Pre-K** – Identify objects that are near and far
- K** – Identify what looks near and far in works of art
- 1st** – Find overlapping objects and discuss what looks closer and why
- 2nd** – Point out how objects can appear closer when they are larger relative to other objects and when they are placed lower in the picture plane
- 3rd** – Identify and use the terms foreground middle ground and background
- 4th** – Point out areas of positive and negative space and recognize that perspective can be shown in terms of overlapping, placement of objects, and relative size
- 5th** – Identify positive and negative space; use perspective terms including placement, overlapping, intersecting lines, size/scale, foreground/background, and detail when discussing art
- 6th** – Identify how perspective is shown in art using the concepts of overlapping, scale, placement of objects, degree of detail and color intensity, and convergence of lines to show depth

***Principles of Design are the way artists use the Elements of Design***

**Balance: the sense of stability or equilibrium in an artwork. There are three kinds of balance: Symmetrical (Formal), Asymmetrical (Informal), and Radial.**

- Pre-K** – Look at pictures from different directions and discuss what direction feels best
- K** – Discuss if an artwork feels balanced or feels like it’s going to tip over
- 1st** – Describe symmetry as being the same on both sides of a center line
- 2nd** - Identify lines of symmetry that are horizontal, vertical or diagonal
- 3rd** –Recognize the difference between radial, and bilateral symmetry
- 4th** - Know the difference between asymmetry and symmetry
- 5th** - Describe how color and shape can be used to show balance
- 6th** – Identify how balance is created in a work of art using appropriate vocabulary including asymmetry, radial and bilateral symmetry

**Movement: refers to the suggestion of motion through the intentional use of various elements of art. Movement adds excitement by showing action and directing the viewer’s eye through the artwork.**

- Pre-K** – Point out lines that move in different directions
- K** – Point out how lines in a work of art cause your eye to move around the artwork
- 1st**- Identify ways the artist uses color to move your eyes around the artwork

- 2nd** – Discuss how the use of line, color and shape create movement in art
- 3rd** – Point out how both real and implied lines create a sense of movement in an artwork
- 4th** – Identify examples of movement by comparing two different artist’s techniques
- 5th** – Compare and contrast movement in two different pieces by the same artist
- 6th** – Identify which art element creates a sense of movement in a piece

**Pattern/Rhythm/Repetition: refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat.**

- Pre-K** – Identify lines, shapes or colors that are repeated
- K** – Identify repetition of an element in art and use the word pattern to describe it
- 1st** – Find a repetition of line or shape patterns in works of art
- 2nd** – Identify patterns of line shape and color in works of art and use descriptive words to describe the patterns
- 3rd** – Recognize that repetition creates the visual illusion of rhythm
- 4th** – Look for patterns created through negative space
- 5th** – Recognize how rhythm, pattern and repetition can be created through the use of line, shape, color, and form
- 6th** – Identify rhythm, pattern and repetition created through the use of color, line, shape and form in works of art

**Contrast/Variety: emphasizes the differences in the elements of art used in a work of art. Contrast can be in all of the elements listed above.**

- Pre-K** – Identify areas of different color in a work
- K** – Identify areas of different lines or colors in a work of art
- 1st** – Identify and discuss areas of difference in a work of art including line, shape, and color
- 2nd** – Identify areas of difference in works of art using the words dark, light, smooth, and textured
- 3rd** – Identify areas of difference in works of art using the words dark, light, smooth, textured, and other vocabulary to describe differences in lines and shapes
- 4th** – Identify and discuss areas of difference in works of art using the words dark, light, smooth, textured, and other vocabulary to describe differences in lines and shapes
- 5th** – Identify and discuss areas of difference in works of art using the words dark, light, smooth, textured, and other vocabulary to describe differences in types of lines, shapes, forms, colors and value
- 6th** - Identify and discuss areas of difference in works of art using the words dark, light, smooth, textured, and other vocabulary to describe differences in types of lines, shapes, forms, colors, value and other design elements

**Emphasis: the main point of interest in a work of art which gets the viewer’s attention or pulls the viewers eye to important parts of the artwork.**

- Pre-K** – Point to where your eyes look first
- K** – Point out the most important part or area of an artwork
- 1st** – Point out and discuss the most important area in an artwork
- 2nd** – Identify the center of interest in an art work and discuss why this is an important area

**3rd** - Identify the center of interest or focal point in an artwork and discuss why and what makes this is an important area

**4th** - Identify the center of interest or focal point in an artwork and discuss why this is an important area, and if there are other important areas

**5th** – Find and identify examples of focal point in works of art and discuss what elements are used to create this center of interest

**6th** - Find and identify examples of focal point in works of art and discuss the artist’s choices of elements used to create this center of interest

**Unity/Harmony: Unity is the appearance of oneness/harmony in a work of art. The work of art looks whole or complete**

**Pre-K** – Look at unfinished artwork and discuss what is missing

**K** - Discuss whether an artwork seems complete

**1st** - Discuss whether an artwork seems complete and why

**2nd** - Discuss why some artwork seems complete and why others do not

**3rd** - Discuss why some artwork seems complete or unified and others do not

**4th** - Discuss whether a work of art seems complete or unified and what could be added or removed to make the art complete

**5th** - Discuss how the elements, line, shape, form, texture and value can create unity in a work of art

**6th** - Discuss how the artist’s chosen elements such as line, shape, form, texture and value work together to create a unified work of art

**Proportion/Scale: Proportion is the size relationship of parts to a whole and within an object. Scale is the size/weight relationships between shapes/forms and compares different objects to each other.**

**Pre-K** – Compare different sized objects

**K** - Compare size of objects in an artwork as an introduction to scale

**1st** - Compare size of forms and objects within art as an introduction to scale

**2nd** - Compare the relative sizes of objects or people as an introduction to scale

**3rd** - Look at an object and compare the relationship of one part to another and to the whole as an introduction to proportion

**4th** - Begin to recognize body and facial proportions and use corresponding vocabulary

**5th** - Continue to learn body proportions and vocabulary

**6th** – Recognize how various perspective techniques show proportion and scale

# **REFLECTING ON ART CRITICALLY AND AESTHETICALLY**

We all have opinions about works of art and other types of images, yet very often we arrived at those opinions without knowing how or why we got there. Learning to look at images more critically, and talk about what they are seeing will give students important skills they need to be able to communicate more clearly, and to explain their thought processes more easily.

Reflecting on art critically and aesthetically can begin at any grade level. Student’s reflections and responses are focused by the use of art images in the classroom and **do not** always have to be tied to an art production activity. **Looking at images should become a daily or weekly activity for students.**

An effective method for guiding student’s discussion is through the Aesthetic Scanning process. Through this process students acquire necessary vocabulary, study the elements and principles of design, learn to evaluate and judge works of art, and consider the role of art in various cultural and historical contexts.

While looking at art works, students are guided through activities which develop perception, discussion, and critical thinking skills. The students are involved in **describing, analyzing, interpreting,** and **evaluating** works of art.

Scanning activities may focus on one or all of these components depending on the particular work and the past experiences of the viewers. The order of the discussion might also vary depending on the work being viewed. Through repeated exposure and practice, students learn what to look for in artworks and become aware of different ways to consider what they see.

The following framework illustrates the four general focus components: description, analysis, interpretation, and evaluation.

### **VISUAL/ANALYTIC SCANNING PROPERTIES**

<p style="text-align: center;"><b>Description</b></p> <p>Describe what you see?</p> <ul style="list-style-type: none"> <li>• Elements of design</li> <li>• Subject matter</li> </ul>	<p style="text-align: center;"><b>Analysis</b></p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"> <li>• Principles of design</li> <li>• Technical properties</li> </ul>
<p style="text-align: center;"><b>Interpretation</b></p> <p>What meaning does the work have? What feelings are expressed?</p> <ul style="list-style-type: none"> <li>• Mood or feeling</li> <li>• Message or meaning</li> <li>• Artist intent</li> </ul>	<p style="text-align: center;"><b>Judgment/Evaluation</b></p> <p>Is this work of art successful? Are there strengths and weaknesses?</p> <ul style="list-style-type: none"> <li>• Design/composition</li> <li>• Historical significance</li> <li>• Craftsmanship</li> <li>• Originality</li> <li>• Preference</li> </ul>

**Scanning to visual literacy is like the alphabet to reading**

We live in a world awash with visual imagery and symbolism. This imagery can include: fine art, industrial design, architectural components, movies, advertising, video games, printed materials, computer graphics, and digital images to name a few. Looking at images, critically and aesthetically is a necessary skill that requires repeated exposure, practice and reflection.

It is often difficult for students to articulate what they know in their minds. As they are given practice using vocabulary, answering questions, and giving their own opinions they will become more adept at expressing their thoughts. Use these questions as a starting point and remember to allow the necessary wait time for students to formulate their thoughts and express their ideas

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## Description

- What do you notice about this work of art?
- What things can you see and point to in this work of art?
- How big do you think this work of art is in real life?
- Is the work representational (realistic), abstract or nonobjective?

### Elements of design

- What lines, shapes, colors and textures do you see? Describe how they look.
- Trace the lines in the air with your finger.
- How are space and form used in this work?
- Do you notice any patterns?
- Is anything repeated?
- Is this a 2D or 3D work?
- Are there areas of negative or positive space?

### Subject matter

- What is happening in this picture, what is this work of art about?
- Do you recognize anything in this work?
- Is this a landscape, still life, portrait etc.?
- Are there any clues that tell you when this artwork might have been made?
- Does this work tell you anything about how people lived during the time the art was created or how things looked during that time?

**During this part of the discussion students may want to tell you what they think the work reminds them of, or what they think they see in the work, especially if the work is abstract or non-objective. Tell them this can come later but right now we are identifying things they can actually point to and identifying things that everyone can agree about.**

## Analysis

- What planning and organization do you see?

### Principles of design

- How is this work of art organized?
- Does everything look like it fits and belongs in this work of art?
- Is the work of art balanced?

Do you see contrast between any of the elements (line shape color etc.)?  
Where is your eye drawn to first?  
How does the artist keep your eye moving around the page?

### **Technical properties**

How do you think this work of art was made?  
What tools and materials did the artist use to create this work of art?  
What is this work of art made of?  
Does this work of art have a particular style?  
Does this style tell you anything about when this work might have been made?

## **Interpretation**

Does this work remind you of anything?  
What meaning does the work have?  
What feelings are expressed?  
How does this work make you feel?  
Does this look like a man or a woman created it? Why?  
Does this work of art tell us anything about what the artist thinks or values?

### **Mood or feeling**

What mood words can you use to describe the feelings you see or experience in this work of art?  
Does the color scheme lend itself to a particular mood or feeling?

### **Message or meaning**

Why did the artist create this work of art?  
What is the artist trying to tell you?  
Where did the artist get their idea for this work?  
Is there a message the artist wants to convey with this work of art?  
Is there more than one message? What is the message?  
Is the artist successful in conveying their message?

### **Artist intent**

Why did the artist create this work in this particular style?  
Does this work of art look realistic or abstract?  
Is this object used for something?  
Why was it made?  
Can you tell anything about the artist's personality from this work?  
Is there a story that goes with this work?  
What will be the next thing that happens?

## **Judgment/Evaluation**

What are the strengths and weaknesses of this work?  
What makes this a work of art, or not?  
What would someone from the past think of this work of art?  
Is this a successful work of art?  
Does the work show high or low energy?  
Is it calm or energetic?  
What aesthetic theory does this work best fit into? Why?

### **Design/composition**

- Does this work of art show careful planning?
- Did the artist choose the right medium to fit their content or message? Why or why not?
- Would the work be as effective in another medium?

### **Symbolic content**

- Are there symbols in this work of art?
- Can you identify them?
- What do they mean?

### **Historical significance**

- Is this work of art historically significant, or important?
- In 50 or 100 years from now will this be considered an important work of art? Why or why not?

### **Metaphors**

- Does the subject matter do a good job of providing message or meaning?
- Can you think of another work of art or idea that might have the same meaning?

### **Craftsmanship**

- Was the artist skillful in creating this work?
- Were they able to use their materials tools and techniques in an innovative well-planned and creative way?
- Does the work of art look like it took a long or short time. Did the artist use their tools in a careful manner?

### **Originality**

- Does this work of art remind you of something else?
- Is it an original idea?
- Have you seen this idea or subject before?
- Is this work of art unique?
- What is unique about this work of art?
- What does original mean?

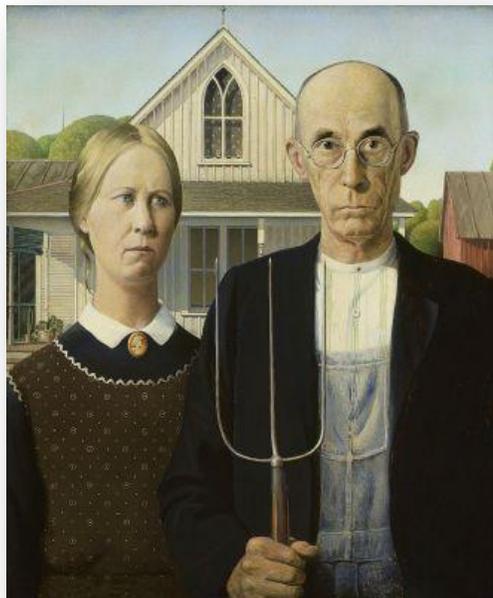
### **Preference**

- Do you like this work of art?
- Would you take it home with you if given the choice?
- Do you know someone who might want this in his or her house?

## ***Things you can do with an art poster***

If you have art posters and available images but you don't want to do a full art lesson here are some more ways you can use posters and pictures. The District Media Center also has a large selection of poster images.

- Use for writing, or for speech prompts
- During class transition times hold mini scans and discussions
- Blind partner draw (one person looks at an image and describes what they see to a partner. The partner then draws that description without looking at the picture)
- Treasure hunts and eye spys
- Bring to life in one act or longer plays
- Describe what happens just before or just after this "scene"
- Use as story prompts
- Create movement and/or sounds to match the artwork
- Interpret through poetry, song or movement
- Interview the artist (a student acts as the artist answering questions about the art given by the rest of the class).
- Use math skills to calculate the proportion of the poster image to the original work
- Calculate how much room is needed to set up a display if students had access to the original works of art
- Discover the sub-text: what would the characters in the work of art be saying if they could talk? What are they thinking, but not saying? Who are the characters?



*American Gothic* (1930), Grant Wood, Oil on Beaverboard, 74.3cm x 62.4cm (29¼in x 24½in)

# CRIZMAC Art Vocabulary Starter

The development of an art vocabulary is a natural outcome of the aesthetic scanning process. Children learn art vocabulary when they are actively involved in using the “properties system” to talk about works of art. The art/classroom teacher can assist children in this learning process by:

- Using appropriate art vocabulary during interactions with children
- Making visual examples that illuminate ideas related to art concepts
- Dramatizing an unfamiliar concept like asymmetry
- Utilizing art concepts to design learning center activities
- Planning lessons with art media that encourage children to use the language as they learn to use concepts such as repetition and contrast and skills with art media to express their ideas and feeling
- Asking questions that draw upon children’s critical thinking skills

Encourage your students to learn art vocabulary by interacting with aesthetic objects; e.g. people, the environment, serious and popular works of art, and by working with art media.

The art vocabulary starter is a list of the property systems and descriptive art vocabulary. Using descriptive vocabulary helps children move from a beginning level of engagement with artworks, such as simply labeling an art element, to an in-depth discussion such as making comparisons and/or noting relationships found in works of art.

## PROPERTY SYSTEMS/ DESCRIPTIVE VOCABULARY SENSORY PROPERTIES

Visual properties of color, shape, line, etc. that are also known as the elements of design. Sensory properties are immediately visible and can be pointed to in a work of art.

COLOR - The way we see light when it is reflected from a surface or refracted by a prism. The primary colors are red, yellow and blue. The secondary colors are orange green and violet.

HUE	COLOR SCHEMES	VALUE	INTENSITY	DEGREES OF TRANSPARENCY
Red	primary	light/tint	bright	transparent
Orange	secondary	medium	dull(grayed)	translucent
Yellow-orange	intermediate	dark/shade	medium	opaque
Yellow	tertiary	tone		
Yellow-green	complementary			
Green	neutral			
Blue-green	analogous			
HUE	COLOR SCHEMES			
Blue	monochromatic			
Blue-violet				
Violet				
Red-violet				
Brown grey				
Black				

LINE - A path left by a moving point. An element used to define a shape and show the edge of objects.

WIDTH	LENGTH	DIRECTION	FOCUS	BOUNDARY
Thick	long	horizontal	parallel	sharp edge
Thin	short	vertical	oblique	fuzzy
Tapering	continuous	diagonal	radial	blurred
Narrow	broken	curving		
Wide		zigzag		
		meandering		
		perpendicular		

SHAPE - A two – dimensional area with height and width

SIZE	GEOMETRIC	ORGANIC	INORGANIC
Length	circle	plant	man made
Width	square	animal	straight edges
Height	rectangle	free form	
Irregular	pentagon	curvy edges	
Graduated	hexagon	person	
uniform	octagon		
	polygon		

FORM - The three-dimensional area of an object. An object that has height, width and depth is three dimensional.

SIZE	GEOMETRIC	MASS	POSITIVE SPACE	NEGATIVE SPACE
Area	cylinder	light	filled	open
Volume	sphere	heavy	dense	empty
Density	cube	solid	occupied	void
	pyramid		open	
	cone			

TEXTURE - The way a surface feels or looks like it feels. It can be real (tactile) or implied (visual)

Smooth	rough	wet	dry
Soft	hard	shiny	dull / matt
Slick	abrasive	coarse	fine
Porous	solid	bumpy	ridged
Spiky	lumpy		

VALUE - The lightness or darkness of a color created by the addition of white or black to the color. The lightest value is white, the darkest value is black.

ABSORBED/REFLECTED	SHADOW
Light	light
Medium	medium
Dark	dark

## FORMAL PROPERTIES

The ways in which the sensory properties are organized and structured create the formal properties.

**UNITY** - The cohesive wholeness of a composition. Every element in a unified composition is in harmony with the other elements.

**THEME & VARIATION** – When any of the elements in a composition are used in different ways, for example, geometric shapes of different sizes, different types of textures or line with different qualities.

**REPETITION** - When any or all of the elements of design such as lines, shapes, or colors, occur several times within a piece of art. When an element is repeated consistently, it becomes a pattern.

**BALANCE** – The equal “visual weight” of shapes, lines, color, texture, or space on both sides of an imaginary center line

Symmetrical                      asymmetrical                      radial

**RHYTHM** – The illusion of motion or movement created by repeating elements in a composition.

Regular                      random                      circular

**CONTRAST** – The range of difference within an element of design. For example, light vs. dark color, smooth vs. rough texture, small vs. large shapes.

Strong                      weak                      subtle                      intense                      high                      low

**DOMINANCE** – The difference in importance of one aspect in relation to all other aspects.

**MOVEMENT** – The illusion of motion and direction in a composition.

RATE	DURATION	SEQUENCE	DIRECTION
Energetic	short	before	concentric
Uniform	continuous	first	converging
Chaotic	prolonged	consecutive	clockwise
Slow	lasting	regular	advancing
Fast	constant	last	receding
Pulsing	accelerated		circulating
Leaping			contracting

**TENSION** – When elements of design create a push/pull or back and forth movement in a composition. The opposing elements compete for the viewer’s attention.

## EXPRESSIVE PROPERTIES

Qualities of the artwork that suggest a mood or feeling. Ideas, values, or meaningful content are expressive properties

## MOOD LANGUAGE

HAPPY	HURT	ANGRY	FEARLESS	DYNAMIC STATES
Festive	injured	irritated	courageous	conflict
Serene	isolated	furious	bold	suspense
Joyous	heartbroken	annoyed	daring	tranquility
Cheerful	lonely	cross	loyal	relaxation
Playful	upset	stubborn	proud	tension
AFRAID	SAD	INTERESTED	EAGER	IDEA/IDEAL LANGUAGE
Fearful	sorrowful	fascinated	keen	nobility
Tragic	gloomy	intrigued	ardent	wisdom
Alarmed	somber	curious	enthusiastic	authority
Suspicious	quiet	inquisitive	excited	bravery
Awed	sympathetic	sincere	proud	compassion

## TECHNICAL PROPERTIES

The tools, processes and medium used by the artist

MEDIA	TECHNIQUE	TOOLS	ART FORM
Chalk	blending	ruler	drawing
Clay	carving	potter's wheel	ceramics
Dye	tie-dye	vat	photography
Pastels	painting	brush	textiles
Fibers	cross hatching	eraser	painting
Paints	masking	chisel	collage
Pencil	subtractive	stone	sculpture
Stone	additive	knife	mask making
Ice	weaving	adz	utilitarian objects
Metal	assembling	fingers	decorative objects
Feathers	pecking	fibers	architecture
Wood	incising	saw	fiber arts
Skin	drawing	torch	quilting
Minerals/oxides	fusing	press	
Blood		screen	
Hair		glue	
Seeds/berries		computer	
Gourds		camera	
Sticks			
Found objects			

## Intensive Needs Art Curriculum for Students with Low Ability

Beth Taylor and Maya Gauvreau Anchorage School District – 2006

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### Medium

(Appropriate materials)

### Fine Motor Skills

### Application of Skill

#### **Drawing**

(Markers, Fat Crayons, Daubers)

Grasp and hold tools.

Making marks, releasing tools Making shapes with stencils.

#### **Painting**

(Finger-paint, Large Brushes, Sponges in Clothespins, Shaving Cream with Paint)

Grasp and hold tools.

Random strokes; may need assistance.

#### **Printmaking**

(Rubbing Cards, Stamping Brayers, Stencils, Sponges in Clothespins)

Grasp and hold tools.

Use of strength to make a mark using materials.

#### **Fiber**

(Felt, Cotton Balls, Burlap Cloth, Collage)

Grasp and hold tools and materials.

Application of materials to surface.

#### **Collage**

(Paper, Glue, Wallpaper, Cloth, Metallic Papers, Foil, Tissue, Cellophane)

Grasp and hold materials.  
Introduce pinch and hold for tearing.

Application of materials to surface.

#### **Paper Mache'**

(Art Paste, Butcher/Fadeless Paper)

Tearing, cutting (with assist) snipping, squeezing, rubbing, rolling, pressing, and twisting.  
Grasp and hold materials.

Use of art paste to squeeze, roll, press and twist paper into a 3-D form w/assistance.

#### **Sculpture**

(Paper, Wire, Pipe Cleaners Cardboard, Foil)

Crumpling, twisting, folding, squeezing and/or snipping.  
Grasp and hold materials.

Transforming materials from 2-D to 3-D by above skills, to include gluing.

#### **Clay**

(Model Magic, Red or White Clay, Oil Base Clay, Salt Dough, Play Doh)

Squeezing, pressing, rolling clay. Grasp and hold tools

Use of strength to make impressions in clay. Rolling motion for balls and coils.

#### **Tactile Stimulation Materials:**

(Bubble Wrap, Sand Paper, Pine Cones, Natural Objects, Textural Objects, Sand)

## Intensive Needs Art Curriculum for Students with Moderate Ability

Beth Taylor and Maya Gauvreau Anchorage School District – 2006

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<b><u>Medium</u></b> (Appropriate Materials)	<b><u>Fine Motor Skills</u></b> (Note: With Assistance as Needed)	<b><u>Application of Skill</u></b>
<b>Drawing</b> (Markers, Fat Crayons, Daubers)	Grasp, hold and release tools and materials. Two-handed tasks. Application of some details.	Make controlled marks. Making shapes with or without stencils.
<b>Painting</b> (Finger Paint, Large Brushes, Sponges in Clothespins, Shaving Cream in paint.)	Same as above	Same as above – also with controlled strokes.
<b>Printmaking</b> (Rubbing Cards, Stamping, Brayers, Stencils)	Same as above	Use of strength to apply tools. Controlled marks.
<b>Fiber</b> (Felt, Cotton Balls, Burlap, Cloth, Collage)	Same as above	Application of materials to surface with control.
<b>Collage</b> (Paper, Glue, Wallpaper, for tearing skill. Cloth, Metallic Paper, Tissue)	Same as above, adding pinching for tearing skill.	Tearing paper. Snipping/ Cutting on pre-drawn line.
<b>Paper Mache'</b> (Art Paste, Butcher/ Fadeless Paper)	Same as above – with ability to tear, cut, snip, squeeze, rub, roll, press, twist with assistance.	Use of art paste to rub, squeeze, roll, press, and twist paper into 3-D form.
<b>Sculpture</b> (Paper, Wire, Pipe Cleaners, Cardboard, Foam Core, Foil)	Controlled manipulation of crumpling, twisting, folding squeezing, snipping/cutting.	Intentional manipulation of materials. squeezing, snipping/cutting.
<b>Clay</b> (Model Magic, Red or White Clay, Oil Base Clay, Salt Dough, Play Doh)	Grasp, hold and release tools. Rolling balls and coils for independent manipulation.	Independent clay use after demonstration with ball/coil rolling.

Note: Any time you have a 15-20 minute “empty time” in a class – have a “Painting/Finger Painting Center/Table’ for Paper Collage products that can be made and used at a later date.

## Intensive Needs Art Curriculum for Students with High Ability

Beth Taylor and Maya Gauvreau Anchorage School District – 2006

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### Medium

(Appropriate materials)

#### **Drawing**

(Markers, Fat Crayons, Daubers)

#### **Painting**

(Finger-paint, Large Brushes, Sponges in Clothespins, Shaving Cream with Paint.)

#### **Printmaking**

(Rubbing cards, Stamping Brayers, Stencils, Sponges in Clothespins)

#### **Fiber**

(Felt, Cotton Balls, Burlap Cloth, Collage)

#### **Collage**

(Paper, Glue, Wallpaper, Cloth, Metallic Papers, Foil, Tissue, Cellophane)

#### **Paper Mache'**

(Art Paste, Butcher/Fadeless Paper)

#### **Sculpture**

(Paper, Wire, Pipe Cleaners Cardboard, Foil)

#### **Clay**

(Model Magic, Red or White clay. Clay, Oil Base Clay, Salt Dough, Play Doh)

### Fine Motor Skills

Identify, reach, grasp, release and manipulate tools. Controlled movements. Two-handed tasks. Recognize and apply details to artwork.

Same as above

Same as above.

Same as above

Same as above.  
Pinch for controlled tearing.

Same as above  
Ability to tear, cut, snip, rub press, roll and squeeze without assistance.

Same as above.  
Intentional manipulation of crumpling, twisting, folding, squeezing, cutting/ snipping.

Same as above.  
Intentional experimentation and manipulation of tools.

### Application of Skill

Make controlled marks.  
Make shapes freehand.

Intentional strokes.

Application of material to surface.

Independent use of materials

Application of material to surface. Independent cutting on pre-drawn lines.  
Independent glue use.

Use of art paste to squeeze, roll, press and twist paper into 3-D form without assistance.

Independent use of materials after demo.

Independent clay use after demo of ball/coil rolling and adding simple attachment.

Note: Any time you have a 15-20 minute "empty time" in a class – have a "Painting/Finger Painting Center/Table" for Paper Collage products that can be made and used at a later date.



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## *Adventures in art Curriculum Maps*

During the last art curriculum adoption cycle our district chose to use the *Adventures in Art* series from Davis publications. Large poster sets, Big Books and Teacher Editions were provided to schools. Some schools also supplemented with sets of student edition text books.

For this cycle the curriculum committee has chosen to continue with the *Adventures in Art* series. This series is useful in that individual lessons are not grouped into strong thematic units and it is relatively easy to pull out and teach lessons that correspond to other things you are doing in your classroom.

On the following pages are curriculum maps created to correspond with this series. The maps represent an outline of what you might teach if you wanted your students to participate in one art lesson per week for the whole year.



## Kindergarten Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Kindergarten - Portraits</b>  <i>Aesthetics</i> What is art?  <i>Criticism</i> What is the difference between a portrait and a self-portrait?  <i>History</i> Who were Kathy Kollwitz and Horace Pippin?  <i>Production</i> What are the ways we can show our families and ourselves?</p> <p><b>Resources</b>            Adventures in Art* – Kinder Guide            Unit One            Lesson 1 Self Portraits            Lesson 2 Family Portraits</p>	<p>Students will begin to discuss what art is and why people create it</p> <p>Students will be able to distinguish between original works and posters</p> <p>Students will be able to differentiate a portrait from a self portrait</p> <p>Students will create drawings of themselves and their families</p>	<p>Participation in class discussion</p> <p>Completed drawing of themselves doing their favorite activity</p> <p>Completed drawing of themselves with their families</p>
<b>September</b>	<p><b>Kindergarten – Lines, shape and color</b>  <i>Aesthetics</i> What kind of art is in your home, why?  <i>Criticism</i> How would you describe the lines shapes and colors you see in these works of art?  <i>History</i> How do different artists use lines, shapes and colors in their paintings  <i>Production</i> What materials and tools can we use to explore the elements of line, shape and color?</p> <p><b>Resources</b>            AA – Kindergarten guide            Select lessons from unit 2 and unit 3</p>	<p>Students will discuss art in their personal lives</p> <p>Students will examine the art of Picasso, Kandinsky and others</p> <p>Students will point out and identify visual elements of design</p> <p>Students will work with a variety of media and materials</p>	<p>Participation in class discussion</p> <p>Produce drawings, paintings and collage using various media</p>

## Kindergarten Map - Adventures in Art

<b>October</b>	<p><b>Kindergarten – Mask making and costuming</b></p> <p><i>Aesthetics</i> Why would people want to wear masks and costumes</p> <p><i>Criticism</i> What do the words symmetry and embellishment mean?</p> <p><i>History</i> How does clothing from other cultures look different from what wear? Why do different cultures make masks?</p> <p><i>Production</i> What characters and expressions can we portray using masks and costumes?</p> <p><b>Resources</b> AA – Kindergarten guide Select lessons from unit 4 and unit 5</p>	<p>Students will examine the masks of Native Alaskan and other cultures</p> <p>Students will discuss the use of masks and costuming in other cultures</p> <p>Students will point out and identify visual elements of design including symmetry, embellishment, decoration,</p> <p>Students will work with a variety of media and materials to create masks and costuming</p> <p>Students will display finished product and discuss their choices</p>	<p>Participation in class discussion</p> <p>Finished mask and article of clothing</p>
<b>November</b>	<p><b>Kindergarten – Exploring color and brush stroke</b></p> <p><i>Aesthetics</i> How does color affect our moods and feelings?</p> <p><i>Criticism</i> What colors are used to make other colors? Can you name some color families? What marks can be made with a paintbrush?</p> <p><i>History</i> In what way did these artists use different colors and brush strokes</p> <p><i>Production</i> What colors can you mix with your paint? What marks can you make with your brush?</p> <p><b>Resources</b> AA – Kindergarten guide Select lessons from unit 7 and unit 8</p>	<p>Students will discuss why they favor one color over another, how colors make them feel, the use of color in their environment</p> <p>Students will examine the works of Van Gogh, Alma Thomas, Kandinsky and others</p> <p>Students will identify primary colors, and learn how other colors are created.</p> <p>Students will practice using paint and brushes in an appropriate manner</p> <p>Students will compare their work and the work of others</p>	<p>Participation in class discussion</p> <p>Demonstrate proper use of tools</p> <p>Demonstrate an understanding of basic color mixing and color families</p>

## Kindergarten Map - Adventures in Art

<b>December</b>	<p><b>Kindergarten – Making books</b></p> <p><i>Aesthetics:</i> Can books be considered works of art?  <i>Criticism:</i> What are the different parts of a book?  <i>History:</i> Have books always looked the same as today?  <i>Production:</i> Can you create a book about yourself?</p> <p><b>Resources</b>            AA – Kindergarten guide            Select lessons from unit 20</p>	<p>Students will discuss the history of books</p> <p>Students will identify the various parts of a book including cover, binding, end page, and title page.</p> <p>Students will discuss the difference between author and illustrator</p> <p>Students will assemble a book using a simple sewn binding</p> <p>Students will act as author and illustrator to create a book about themselves</p>	<p>Participation in class discussion</p> <p>Production of simple sewn book containing text and illustration</p>
<b>January</b>	<p><b>Kindergarten – Textures and patterns</b></p> <p><i>Aesthetics:</i> Why do people like to surround themselves with patterns and textures? Are you wearing any patterns today?  <i>Criticism:</i> Is there a difference between how something looks and how it feels? How are patterns created? Do patterns always repeat?  <i>History:</i> In what ways do artists show us what texture looks like? Quilts sometimes show texture and patterns, do you know any quilt makers?  <i>Production:</i> How many different ways can you show a pattern or texture?</p> <p><b>Resources</b>            AA – Kindergarten guide            Select lessons from unit 9, unit 10, unit 14</p>	<p>Students will create patterns through movement and drawing</p> <p>Students will recognize pattern in the environment around them.</p> <p>Students will use simple and complex patterns to create images.</p> <p>Students will gather many different kinds of textures.</p> <p>Students will combine concepts of texture and pattern in printing activities.</p> <p>Students will continue to develop vocabulary to critique and discuss their work and the work of other artists.</p>	<p>Participation in class discussion.</p> <p>Demonstrate an understanding of how patterns are created.</p> <p>Creation of simple and complex patterns.</p> <p>Distinguish between real and shown texture</p> <p>Discovery and use of texture.</p> <p>Creation of a texture collage.</p>

## Kindergarten Map - Adventures in Art

<b>February</b>	<p><b>Kindergarten – Drawing People and Animals</b></p> <p><i>Aesthetics:</i> Are pictures of people and animals always exact representations of what they look like? Can you draw how someone is feeling?</p> <p><i>Criticism:</i> What is the difference between a portrait and a self-portrait? In what ways do artists show the details of what a person or animal looks like?</p> <p><i>History:</i> What do portraits of people tell us about how they lived?</p> <p><i>Production:</i> How is drawing a person and an animal the same or different?</p> <p><b>Resources</b> AA – Kinder guide Select lessons from unit 12, unit 13, unit 15</p>	<p>Students will increase skills in drawing from observation.</p> <p>Students will understand how to show body movement.</p> <p>Students will gain an increase in awareness of physical appearance and develop vocabulary to describe it.</p> <p>Students will learn that some artists draw from observation, and some from imagination.</p> <p>Students will learn to include textural and descriptive detail in their art work.</p>	<p>Participation in class discussion.</p> <p>Differentiation between portrait and self-portrait.</p> <p>Creation of drawings and collages showing people and animals.</p>
<b>March</b>	<p><b>Kindergarten – Working with Clay</b></p> <p><i>Aesthetics:</i> Do you like working with clay? What makes clay so fun to work with?</p> <p><i>Criticism:</i> How is working with clay different than working with other drawing materials?</p> <p><i>History:</i> What are some of the earliest ways clay was used? How do artists use clay today?</p> <p><i>Production:</i> How might we create different shapes with the clay? Different textures?</p> <p><b>Resources</b> AA – Kinder guide Select lessons from unit 11 and unit 17</p>	<p>Students will develop an awareness of how touch affects clay.</p> <p>Students will learn to create 3-dimensional objects by pulling out from the clay or adding pieces to it.</p> <p>Students will learn how to add texture to a smooth object.</p> <p>Students will observe how historical and contemporary artists created with clay.</p>	<p>Participation in class discussion</p> <p>Creation of three-dimensional objects.</p> <p>Use of texture to enhance created forms</p>

## Kindergarten Map - Adventures in Art

<b>April</b>	<p><b>Kindergarten – Sculpture and Fiber Arts</b></p> <p><i>Aesthetics:</i> Are things made from junk beautiful?  <i>Criticism:</i> Does the type of material used make a difference in how you look at a work of art?  <i>History:</i> What do the artists Deborah Butterfield and Alexander Calder have in common?  <i>Production:</i> What materials can you find to create a sculpture or treasure box?</p> <p><b>Resources</b>            AA – Kindergarten guide            Select lessons from unit 16 and unit 19</p>	<p>Students will work collaboratively.</p> <p>Students will learn how artists create from everyday objects.</p> <p>Students will increase skills in organizing materials into 3–D forms.</p> <p>Students will learn about and practice embellishing and object.</p> <p>Students will continue to develop vocabulary to critique and discuss their work and the work of other artists.</p>	<p>Participation in class discussion</p> <p>Working with others to create a mural.</p> <p>Assembled 3-D sculpture.</p> <p>Creation of pouch or container to hold treasure.</p>
<b>May</b>	<p><b>Kindergarten – Architecture and Community</b></p> <p><i>Aesthetics:</i> What do we call someone who designs buildings?  <i>Criticism:</i> What are some unique characteristics about your home and your neighborhood?  <i>History:</i> How have people’s homes changed over time?  <i>Production:</i> How would you show your favorite room in your house?</p> <p><b>Resources</b>            AA – Kindergarten guide            Select lessons from unit 18</p>	<p>Students will discuss what makes a home.</p> <p>Students will observe and discuss styles of architecture.</p> <p>Students will formulate an idea of what makes a community.</p> <p>Students will create drawings of their homes and communities.</p>	<p>Participation in class discussion.</p> <p>Creation of works of art that show home and community.</p>

## First Grade Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
August	<p><b>First Grade</b>  <i>Aesthetics</i> What are the different ways to make art?  <i>Criticism</i> Can you name some different line qualities?  <i>History</i> Do you know the names of any artists?</p> <p><b>*AA (2) Lines Show Motion</b>            What kind of line motions can you draw in the air with your finger?</p> <p><b>AA (3) A Shape Collage</b>            What do we call the space left behind after a shape is cut out? Negative space.</p> <p><b>AA (5) Shapes and Faces</b>            Compare and contrast several different portraits, asking, "What do you know about these people from looking at their pictures?"</p> <p><b>*Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p>Students will:</p> <p>Identify, compare and contrast qualities of line in works of art and their environment.</p> <p>Experiment drawing many different kinds of lines that show paths of movement.</p> <p>Identify how artists use shape and color in their works.</p> <p>Observe how artists show differences when making portraits.</p> <p>Create collages that show use of shape and space and a portrait collage.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Nonobjective or abstract drawings that show several different line qualities.</p> <p>Collage that shows use of space and shape.</p> <p>Portrait collage of a face.</p>
September	<p><b>First Grade</b>  <i>Aesthetics</i> What is your favorite art form?  <i>Criticism</i> What happens when colors are mixed together?  <i>History</i> Why do you think the artist made this work?</p> <p><b>AA (6) Printing a Pattern</b>            How do you print a pattern?</p> <p><b>AA (8) Rubbings of Textures</b>            What is texture?</p> <p><b>AA (11) Warm and Cool Colors</b>            Can you name the colors in each color family?</p> <p><b>AA (12) Painting a Rainbow</b>            What are primary and secondary colors?</p>	<p>Students will:</p> <p>Learn that pressing an inked or painted object onto paper can make a print.</p> <p>Experiment with finding different textures in their environment.</p> <p>Learn how to make a texture rubbing.</p> <p>Discuss differences in mood created by the use of primarily warm or cool colors.</p> <p>Mix primary colors to create secondary colors.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Printed pattern of shapes.</p> <p>Texture rubbing of various surfaces</p> <p>Two similar drawings, one showing warm and one showing cool colors.</p> <p>Paintings that show color mixing.</p>

## First Grade Map - Adventures in Art

<b>October</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Does all art have to be beautiful?  <i>Criticism</i> What kinds of tools do artists use to create with?  <i>History</i> What was going on in the world when this work was created?</p> <p><b>AA (13) Painting on Wet Paper</b>  <b>What happens to paint when your paper is very wet?</b></p> <p><b>AA (14) Exploring Brushstroke</b>  <b>How many different marks can you make with one paintbrush?</b></p> <p><b>AA (15) Review Unit 1 Drawing</b>          Compare how two paintings or drawings are alike, and how they are different.</p>	<p>Students will:</p> <p>Observe what happens when a painting is made using a lot of water.</p> <p>Experiment with painting on wet paper.</p> <p>Learn how paintbrushes can be used to create different lines, shapes, textures and patterns.</p> <p>Use their knowledge of art terms to identify and describe similarities and differences in artworks.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Paintings showing various techniques learned.</p>
<b>November</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Can Something ugly still be considered art?  <i>Criticism</i> How did the artist arrange this picture?  <i>History</i> What role might this artist have played in the community when this work was created?</p> <p><b>AA (16) People We Remember</b>  <b>What helps you remember people you have known?</b></p> <p><b>AA (18) Fun at the Park</b>  <b>How many ways can we show distance in a picture?</b></p> <p><b>AA (19) People at Work</b>          What is the difference between a picture and a sculpture?</p>	<p>Students will:</p> <p>Observe that works of art may show the emotions of special moments and human relationships.</p> <p>Learn how artists show near and far, and action in drawings.</p> <p>Create drawings that show people at rest and play.</p> <p>Learn that a sculpture is a form that can be seen from many sides, but a picture can only be seen from one side.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings and sculptures of people at work and play.</p>

## First Grade Map - Adventures in Art

<b>December</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Do you have any art in your home? What is it?  <i>Criticism</i> What colors or lines would you use to show a stormy day?  <i>History</i> What is the weather like in different parts of the world?</p> <p><b>AA ( 21) Where we Live</b>            What shapes would you use to show where you live?  <b>AA (23) Changes in Seasons</b>            What colors can we use to show the changing seasons?  <b>AA (24) Changes in Weather</b>            Can you describe the kind of weather you see in this artwork?</p>	<p>Students will:</p> <p>Practice drawing skills.</p> <p>Understand that an artwork can be created with a tall vertical format or a wide horizontal one.</p> <p>Identify subtle colors in landscape paintings and observe how artists plan spaces in a picture.</p> <p>Learn that the same theme can be shown using different styles.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Creation of drawings and paintings that show landscapes, cityscapes, changes in weather and changes in seasons.</p>
<b>January</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Can color affect you moods and feelings?  <i>Criticism</i> What happens when colors mix together?  <i>History</i> Did we always have the kinds of colors we have now?</p> <p><b>AA (25) Colors at Night</b>            How do colors change during different times of the day?  <b>AA (26) A Monoprint of Flowers</b>            What is a monoprint?  <b>AA (27) A Sculpture about Nature</b>            How can flat paper be turned in to a sculpture?</p>	<p>Students will:</p> <p>Create a painting that uses crayon resist techniques.</p> <p>Review that printing is a process of transferring an image from one surface to another.</p> <p>Learn that a monoprint is a type of print process where only one print is produced.</p> <p>Assemble paper into 3-dimensional sculptures.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Finished crayon resist painting that shows colors at night.</p> <p>Monoprint that shows flowers.</p> <p>Creation of paper sculptures that reflect nature.</p>

## First Grade Map - Adventures in Art

<b>February</b>	<p><b>First Grade</b>  <i>Aesthetics</i> What makes a work of art special?  <i>Criticism</i> How is pattern used in creating art?  <i>History</i> Are people who sew and work with fibers still artists?</p> <p><b>AA (31) Patterns in Cloth</b>            Can you name different kinds of materials that can be woven?</p> <p><b>AA (33) Designing a Quilt</b>            In what ways can patterns be created?</p> <p><b>AA (35) Art to Wear</b>            How do other cultures use masks?</p> <p><b>AA (37) Art You Can Use</b>            What do we call artists who design things like bags and wrapping paper? Graphic designers.</p>	<p>Students will:</p> <p><b>Learn about weaving as an ancient art form that many cultures participate in.</b></p> <p><b>Weave a simple mat out of construction paper.</b></p> <p><b>Explore the basic principles used in designing a patterned quilt.</b></p> <p><b>Observe masks from many different cultures.</b></p> <p><b>Construct a mask from paper.</b></p> <p>Observe bag type containers, and discuss the idea of containers as an art form.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Creation of a finished woven mat</p> <p>Participation in creation of paper classroom quilt.</p> <p>Completed mask.</p> <p>Decorated bag that can be used in conjunction with a celebration.</p>
<b>March</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Can animals create art?  <i>Criticism</i> What does 3-D mean  <i>History</i> How do cultures tell us about themselves through sculpture?</p> <p><b>AA (38) Modeling a Relief Sculpture</b>            In what way is a relief sculpture different than a regular sculpture?</p> <p><b>AA (41) Sculpture from Found Objects</b>            Can you name some things around your house you can use to create a sculpture?</p> <p><b>AA (42) Balance and Pattern</b>            What is a mosaic?</p>	<p>Students will:</p> <p>Learn how a relief sculpture is different than regular sculpture.</p> <p>Create a foil relief sculpture.</p> <p>Look at images of found object, assemblage sculptures and discuss what they see.</p> <p>Create a sculpture from objects found and brought from home.</p> <p>Learn about mosaics as an art form.</p> <p>Discuss the concepts of symmetry and pattern</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Assembled foil relief design.</p> <p>Completed found object sculpture.</p> <p>Created paper mosaic that uses triangles, squares and rectangles in a planned symmetrical pattern.</p>

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<b>April</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Do all art works have to be about something?  <i>Criticism</i> Are there familiar shapes you see in this artwork.  <i>History</i> Why was this created?</p> <p><b>AA (48) Designs for Alphabets</b>            What do you call different kinds of alphabet lettering? Fonts.</p> <p><b>AA (49) Making a Book</b>            What is the difference between a handmade and factory made book?</p> <p><b>AA (51) Shapes in Buildings</b>            What is the most common shape you seen in buildings?</p> <p><b>AA (52) Forms in Buildings</b>            Do buildings always have to be square?</p>	<p>Students will:</p> <p>Learn that one of the jobs of a graphic designer is to create new kinds of lettering.</p> <p>Create a simple handmade book.</p> <p>Observe that buildings are made up of small and large geometric shapes.</p> <p>Create a collage of a building using various shapes.</p> <p>See that three-dimensional models are helpful in planning real structures.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>One page of a class alphabet book.</p> <p>Completed book about the student or someone they know.</p> <p>Collage of a building that shows varied shapes used in logical relationships.</p> <p>Assembled 3-D models of buildings.</p>
<b>May</b>	<p><b>First Grade</b>  <i>Aesthetics</i> How do we know what the artist is trying to tell us?  <i>Criticism</i> What is the difference between radial and symmetrical balance?  <i>History</i> How long have movies been around?</p> <p><b>AA (55) Designing a Garden</b>            What do we call a person who designs outdoor spaces? Landscape architect.</p> <p><b>AA (59) Making Pictures of Motion</b>            How can you show movement with pictures?</p>	<p>Students will:</p> <p>Learn that garden design is one facet of landscape architecture.</p> <p>Draw a design for a formal garden.</p> <p>Discuss motion pictures and television as a form of art.</p> <p>Create a sequence of pictures to suggest motion.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Design of a formal garden that shows radial or symmetrical balance.</p> <p>Sequence picture that shows movement of the subject matter.</p>

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	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> What is art?  <i>Criticism</i> How do you talk about art?  <i>History</i> Where and when was the artwork made?</p> <p><b>*AA (U1) Seeing Art in Your World</b>            How can we learn to see our world like an artist would see it?</p> <p><b>AA (1) Drawing a Favorite Tree</b>            How can we use different lines to draw interesting trees?</p> <p><b>*Adventures in Art hereafter AA (lesson #)</b></p>	<p>Students will:            Practice observation skills to see like an artist.</p> <p>Recognize art in nature as being different than art created by people</p> <p>Develop descriptive vocabulary regarding lines</p> <p>Plan and create a picture</p>	<p>Participation in class discussion</p> <p>Use of art vocabulary</p> <p>Finished drawings that show planning and use of lines</p>
<b>September</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> What is beauty?  <i>Criticism</i> What is design?  <i>History</i> Who is the artist?</p> <p><b>AA (2) Lines Show Motion</b>            How can lines show paths of motion?</p> <p><b>AA (3) A Collage of a Face</b>            In what way can shapes help show facial expressions?</p> <p><b>AA (4) Textures You See and Touch</b>            What is the name for how a surface feels?</p> <p><b>AA (7) Shapes Make Patterns</b>            How is a print different than a painting?</p>	<p>Student will:            Understand that lines show motion.</p> <p>Cut and glue shapes to create a collage.</p> <p>Identify visual and tactile textures in the environment and in art</p> <p>Learn how to make a texture rubbing</p> <p>Practice using found objects to create patterns</p>	<p>Participation in class discussion</p> <p>Appropriate use of tools and materials</p> <p>Creation of drawing using lines to show movement</p> <p>Completed collage</p> <p>Printed picture showing repeated pattern</p>

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<b>October</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> Are all artworks about something?  <i>Criticism</i> What things do you recognize in the artwork?  <i>History</i> What was the world like when this artwork was made?</p> <p><b>AA (11) Drawing City Streets</b>            What kind of planning needs to happen for creating a city drawing?</p> <p><b>AA (12) Mixing Colors of Paint</b>            How are colors created?</p> <p><b>AA (13) Painting on Wet Paper</b>            How does water change the way paint works?</p> <p><b>AA (14) Exploring Brushstroke</b>            Can you use a paintbrush to create lines like a pencil?</p>	<p>Students will:            Compare and contrast artworks about city life.</p> <p>Identify primary and secondary color families</p> <p>Understand that using paint on a wet surface changes the way it acts</p> <p>Learn to use a paintbrush in a variety of way to create different marks</p> <p>Add to their vocabulary of art terms</p>	<p>Participation in class discussion</p> <p>Ability to name primary and secondary color families and the colors that make up those families</p> <p>Creation of drawings and paintings that show planning, color mixing and different brushstrokes</p>
<b>November</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> How do we know what an artwork means?  <i>Criticism</i> How was the artwork made?  <i>History</i> Why was this artwork made?</p> <p><b>AA (U2) Picturing Your World</b>            What is a sketchbook used for?</p> <p><b>AA (16) Using a Sketchbook</b>            Why is it a good idea to make sketches?</p> <p><b>AA (17) Picturing Places</b>            How do colors remind us of experiences?</p> <p><b>AA (18) Moods of Seasons</b>            How does the use of light or dark colors change a picture?</p> <p><b>AA (19) Moods of Weather</b>            What type of weather can be shown in a painting?</p>	<p>Students will:            Understand that sketching is a way to explore ideas for art and remember things they see.</p> <p>Be able to discriminate between warm and cool colors.</p> <p>Mix light and dark colors to use in a painting about seasons.</p> <p>Identify design qualities in landscapes.</p>	<p>Participation in class discussion</p> <p>Creation of simple sketchbook for continued use</p> <p>Understanding of the difference between warm and cool families</p> <p>Understanding of the difference between light and dark colors</p>

## Second Grade Map - Adventures in Art

<b>December</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> What makes some artworks better than others?  <i>Criticism</i> How did the artist arrange the parts in the artwork?  <i>History</i> What else was happening in the world when this artwork was made?</p> <p><b>AA (21) Portraits and Self Portraits</b>            What do portraits show?  <b>AA (23) How People Move</b>            How can you use action lines to show people moving?  <b>AA (26) A Story Collage</b>            In what ways is a collage different or the same as a painting?</p>	<p>Students will:            Become aware of visual clues in portraits that suggest the personality or role of a person.</p> <p>Begin to perceive how artists use diagonal and curved lines to suggest action in the human figure.</p> <p>Learn to use overlapping, position and size to show perspective in groups of people.</p> <p>Identify important elements of stories and use symbols to represent those elements.</p>	<p>Participation in class discussion</p> <p>Completed works that show people through portraits and in action.</p> <p>Use of learned art vocabulary.</p>
<b>January</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> Does all art have to be beautiful or pretty?  <i>Criticism</i> Does this artwork suggest certain moods or feelings?  <i>History</i> What kinds of decisions did the artist have to make to create the artwork?</p> <p><b>AA (27) Drawing Animals</b>            What lines and shapes can be used to show animals moving?  <b>AA (29) Animals Under the Sea</b>            What is the difference between realistic and imaginary?  <b>AA (46) Industrial Design</b>            What is industrial design?  <b>AA (48) Creative Lettering</b>            What name is used for different styles of letters?</p>	<p>Students will:            Compare and contrast design qualities in artworks that express ideas and feelings about animals.</p> <p>Identify realistic and imaginary styles of art.</p> <p>Learn how to create a resist painting.</p>	<p>Participation in class discussion</p> <p>Creation of drawings and paintings that shows an animals as the center of interest.</p>

## Second Grade Map - Adventures in Art

<b>February</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> What do people express through their artworks?  <i>Criticism</i> What is more important in the artwork, the moods and feeling or the subject matter?  <i>History</i> Who would have used or wanted the artwork?</p> <p><b>AA (49) Pictures for Stories</b>            In what ways do pictures enhance written stories?</p> <p><b>AA (50) Greeting Cards old and New</b>            How have greeting cards been used over the years?</p> <p><b>AA (51) Drawing Architecture</b>            How does the use of shape and pattern make the outside of a building more interesting?</p> <p><b>AA (52) Forms in Buildings</b>            What geometric forms are used in building construction?</p>	<p>Students will:            Illustrate a story or poem they have written.</p> <p>Create an original greeting card.</p> <p>Identify repeated shapes and pattern in architecture and construction.</p> <p>Learn what an architect is.</p> <p>Understand the difference between shape and form.</p> <p>Assemble a building using 3 dimensional forms.</p>	<p>Participation in class discussion.</p> <p>Successful correlation of picture to story.</p> <p>Creation of original greeting card.</p> <p>Completed drawing of a long or tall house.</p> <p>Appropriate use of construction materials.</p>
<b>March</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> How do we know what an artwork means?  <i>Criticism</i> Does the artwork have any special meaning?  <i>History</i> In what ways is the artwork similar to other artworks the artist made?</p> <p><b>AA (53) Forms and Functions</b>            How does the shape of a building determine what it might be used for?</p> <p><b>AA (54) A Make-Believe Room</b>            In what way does the design of room interiors reflect the taste of those who use the room?</p> <p><b>AA (57) Buildings Old and New</b>            Can you think of a distinctive building in your town?</p>	<p>Students will:            Become aware of the relationship between what a building looks like and what it is used for.</p> <p>Learn what an interior designer is and understand how interior design choices can influence the way people feel and act.</p> <p>Create drawings of buildings and interiors.</p> <p>Reflect on a distinctive building in their town.</p>	<p>Participation in class discussion.</p> <p>Drawing of a building with a specific function.</p> <p>Drawing of the interior of a room that reflects student's personal taste.</p> <p>Accurately reflected drawing or collage of a building in student's town.</p>

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<b>April</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> Do works of art tell us anything about the people who made them?  <i>Criticism</i> Does this artwork remind you of anything?  <i>History</i> How is the culture this artwork came from different than ours?</p> <p><b>AA (60) Mounting Artwork</b>            What’s the best way to display your art?  <b>AA (U3) Art from Many Lands</b>            How do Native American artists use animals as symbols in their work?  <b>AA (31) Sculptures Tell Stories</b>            In what ways is 3-dimensional art different than 2-dimensional?  <b>AA (34) Sun and Moon Masks</b>            In what ways do Native Americans use symbols from nature?</p>	<p>Students will:            Formulate criteria for selecting works of art for a show.</p> <p>Learn about the importance of symbolism in Native American cultures.</p> <p>Work in media that allows for creation of 3-dimensional works of art.</p>	<p>Participation in class discussion.</p> <p>Understanding of the use of symbolism.</p> <p>Imaginative use of symbolism.</p> <p>Creation of 3 –D sculptures.</p>
<b>May</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> Is it possible to dislike a work and still judge it as good?  <i>Criticism</i> Can we tell anything about the artist who made this work?  <i>History</i> What role did the artist play in the community when this artwork was made?</p> <p><b>AA (40) Pattern, Color, and Shape</b>            What useful items are made from woven material?  <b>AA (44) Kinds of Balance</b>            Can a container be a work of art?</p>	<p>Students will:            Learn about the process of weaving.</p> <p>Use a paper loom to create a woven mat.</p> <p>Discuss what types of containers can be considered works of art.</p> <p>Learn about radial design.</p> <p>Embellish their own containers.</p>	<p>Participation in class discussion</p> <p>Use of art vocabulary in discussions</p> <p>Demonstrate understanding about the process of weaving.</p> <p>Use radial design to embellish a container.</p>

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	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Who decides what is art?  <i>Criticism</i> What do you think this work is mostly about?  <i>History</i> What artists do you know about?</p> <p><b>*AA (U1) Seeing and Creating Art</b>            What are some activities we call art?  <b>AA (1) Drawing People Who Pose</b>            How does sketching help you see?  <b>AA (2) Drawing Imaginary Places</b>            What are some qualities used to describe lines?  <b>AA (3) Lines to Show Motion</b>            How are lines able to show movement?</p> <p><b>*Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p>Students will:</p> <p>Discuss images of the natural world and human made objects in relation to questions about art</p> <p>Make sketches of classmates</p> <p>Incorporate a variety of lines and shapes into a drawing that shows an imaginary place.</p> <p>Observe and discuss qualities of line that imply movement in artworks and in the environment</p> <p>Create a drawing in which lines imply specific actions or movements</p>	<p>Participation in class discussion</p> <p>Completion of sketches and drawings.</p>
<b>September</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> What makes one kind of art different from another?  <i>Criticism</i> What kinds of shapes can you see?  <i>History</i> Can we tell anything about the artist from looking at these works?</p> <p><b>AA (4) Shapes and Spaces</b>            What is meant by negative and positive spaces?  <b>AA (5) Spaces With Shapes</b>            What is important about how you cut a stencil?  <b>AA (6) Balance and Rhythms</b>            How is Symmetry Achieved?  <b>AA (8) Invented Textures</b>            What is the difference between texture and pattern?</p>	<p>Students will:</p> <p>Observe interactions between positive and negative shapes in familiar contexts and optical illusions.</p> <p>Cut positive and negative shapes to be used as stencils.</p> <p>Create stencils using their own cut shapes.</p> <p>Create a collage that shows visual rhythm and symmetry.</p> <p>Create a drawing of an animal using lines inventively to suggest textures and patterns.</p>	<p>Participation in class discussions.</p> <p>Appropriate use of tools</p> <p>Self created stencil</p> <p>Drawings, paintings and collages that reflect lessons taught.</p> <p>Use of symmetry in artwork.</p>

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<b>October</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> What do we mean when we say something is beautiful or ugly?  <i>Criticism</i> How can patterns be made?  <i>History</i> How do different cultures use pattern?</p> <p><b>AA (9) Prints About Animals</b>            What is a monoprint?  <b>AA (10) Plans for Patterns</b>  <b>What kind of tool can be used to create a repeated pattern?</b>  <b>AA (12) Color Families</b>            Can you name the <b>colors</b> in the warm and cool color families?  <b>AA (13) Mixing Colors of Paint</b>            What colors are in the primary and secondary color families?</p>	<p>Students will:</p> <p>Learn about the technique of monoprinting</p> <p>Create a monoprint</p> <p>Observe and discuss the function of repeated patterns on printed surfaces</p> <p>Make a clay stamp and use it to print a repeated pattern</p> <p>Observe and describe the difference between artworks that are predominantly warm or cool</p> <p>Create painting that reflect the color families of warm and cool, primary and secondary</p>	<p>Participation in class discussion</p> <p>Appropriate use of tools and materials.</p> <p>Drawing, paintings and collages that reflect lessons taught.</p> <p>Pictures created using different printing methods.</p> <p>Demonstrated knowledge of warm and cool color families.</p>
<b>November</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> What is imitative art?  <i>Criticism</i> Can you describe the different kinds of brushstrokes you see in these pictures?  <i>History</i> Is this work of art similar to others you have seen?</p> <p><b>AA (14) Experimenting with Paint</b>            How does water affect paint?  <b>AA (15) Exploring Brushstrokes</b>            What kind of movement can your arm make to achieve different brush marks?  <b>AA (R1) Review Unit 1</b>            Why is it important to evaluate your own artwork?</p>	<p>Students will:</p> <p>Observe the qualities of paintings created with fluid, diluted paint.</p> <p>Create paintings with diluted paint.</p> <p>Use different kinds of brushstroke to create patterns and visual rhythms.</p> <p>Describe and analyze their work and the work of others.</p> <p>Create a picture where light is the center of interest.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings and paintings that reflect lessons taught.</p>

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<b>December</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> What is imaginative art?  <i>Criticism</i> What are the different color families?  <i>History</i> Are there symbols or objects from these pictures that you recognize?</p> <p><b>AA (16) Paintings About Cities</b>            What happens when you add black or white to a color?  <b>AA(17) When the Wind Blows</b>            How can you create tints and shades with only water?  <b>AA(18) Seasons and Spaces</b>            In what ways does color indicate seasons?  <b>AA(20) Animal Expressions</b>            How can texture be created with a paintbrush?</p>	<p>Students will:            Learn about the terms tint, shade and value.</p> <p>Create artworks using different tints, shades, and values.</p> <p>Compare and contrast spaces and color schemes in landscape paintings about seasons.</p> <p>Create an artwork with planned use of space and color to portray a season.</p> <p>Discuss and draw artworks that show animals, noting textures, shading, poses, and expressions.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p>
<b>January</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Do all artworks have to be beautiful or pretty?  <i>Criticism</i> What do you notice about these pictures  <i>History</i> Can you tell when these people might have been living?</p> <p><b>AA (23) Drawing People</b>            Why is it a good idea to start with a sketch before doing a final drawing?  <b>AA (24) People Outdoors</b>            What are two ways distance can be shown?  <b>AA (26) Faces of People</b>            Why is it important to understand proportion when drawing faces?  <b>AA (27) Portraits and Self-portraits</b>            What is the difference between a portrait and a self-portrait?</p>	<p>Students will:            Recall that some artwork is based on sketches.</p> <p><b>Draw pictures of students who pose.</b></p> <p>Learn about the use of perspective in art.</p> <p>Draw a picture that uses perspective.</p> <p>Observe the use of proportion in drawing faces</p> <p>Create a work of art that shows a portrait or person.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p> <p>Demonstrated knowledge of proportion as used in pictures of faces and figures.</p>

## Third Grade Map - Adventures in Art

<b>February</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Are all works of art about something?  <i>Criticism</i> What shapes, lines and colors do you see?  <i>History</i> How do artists who use the same subjects make their works different?</p> <p><b>AA (28) Still Life of Food</b>            What kind of subject matter can be in a still life picture?</p> <p><b>AA (30) A City at Night</b>            What is a resist painting?</p> <p><b>AA (R2) Review</b>            How can pictures of the same subject be different and alike?</p>	<p>Students will:</p> <p>Observe the symbols and design qualities in still life paintings of food.</p> <p>Create a still life painting.</p> <p>Learn about resist media techniques and create a crayon resist painting.</p> <p>Observe originality and variety in works that have the same subject matter.</p> <p>Create artworks of various subjects.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p>
<b>March</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Is it ok for an artist to have an idea and for someone else to create the work? Is the artist still the artist?  <i>Criticism</i> What are different ways that works of art can be assembled?  <i>History</i> what kinds of decisions did the artists have to make to create these works?</p> <p><b>AA (35) Making a Book</b>            What are some different styles of books that you have seen?</p> <p><b>AA (36) Illustrating Stories</b>            Why is it important for some books to have pictures?</p> <p><b>AA(39) Shapes in Buildings</b>            What are some of the shapes you see in this building?</p>	<p>Students will:</p> <p>Observe examples of different handmade books.</p> <p>Create a scroll or folded book.</p> <p>Compare and contrast book illustrations.</p> <p>Illustrate an original story or poem.</p> <p>Discuss differences in exterior shapes, patterns and their arrangements in architecture.</p> <p>Create a symmetrical design of a building.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p> <p>Finished book that shows text and illustration</p> <p>Reflective critique of student's own work.</p>

## Third Grade Map - Adventures in Art

<b>April</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Are there rules that artists should follow to create good works?  <i>Criticism</i> What are some of the rules of art?  <i>History</i> What does art tell us about the people who make it?</p> <p><b>AA (40) Colorful Mosaics</b>            Can you name some different types of material that can be used to create a mosaic?  <b>AA (47) Art in Clothing</b>            Is a person who designs clothing an artist? Why or why not?  <b>AA (49) Art For Special Times – Masks</b>            For what reason do people create masks?  <b>AA (50) Weaving and Unweaving</b>            What does a fiber artist do?</p>	<p>Students will:</p> <p>Become aware of mosaics as an ancient and contemporary art form.</p> <p>Create a paper mosaic.</p> <p>Discuss the principle of symmetrical balance in the human body and it’s application to clothing design.</p> <p>Create original designs for clothing out of cut paper.</p> <p>Learn that many other culture use mask in a symbolic way.</p> <p>Create a mask of an animal character.</p> <p>Create a fabric design in burlap using pulled threadwork.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p> <p>Finished mosaic using cut paper.</p> <p>Functional or decorative mask.</p> <p>Example of pulled threadwork in burlap.</p>
<b>May</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> How do the arts communicate emotion?  <i>Criticism</i> What is the difference between a 2-D and 3-D work of art?  <i>History</i> Do you know anyone that sews?</p> <p><b>AA (52) Fiber Arts – Stitching</b>            Is sewing a type of art making?  <b>AA(55) Creating a Form</b>            How can form and pattern make a sculpture look different?  <b>AA (56) People in Action</b>            What are some basic forms that can be used to create sculptures of people?</p>	<p>Students will:</p> <p>Learn that fabric, yarn, and thread can be used to create artwork.</p> <p>Create a work of art with yarn and burlap.</p> <p>Create a soft sculpture of an animal with evidence of unity and variety in the design.</p> <p>Use a planned procedure to create a sculpture of the human figure.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools.</p> <p>Drawing, paintings and collages that reflect lessons taught.</p> <p>Stuffed paper sculpture of an animal.</p> <p>Completed sculpture of a human figure.</p>

## Fourth Grade Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> What is the purpose for creating art?  <i>Criticism</i> What are some different art styles?  <i>History</i> How has the same idea been expressed differently through time?</p> <p><b>*AA (U1) Communicating Through Art</b>            How does art help us to think differently?  <b>AA (1) Making Sketches</b>            How are sketches used to plan works of art?  <b>AA (2) Creating Wordless messages</b>            What do we call the style of art in which nothing is recognizable? <b>(Non-objective)</b></p> <p><b>Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p><b>Students will:</b>            Review the elements and principles of design.</p> <p>Create a drawing that translates a verbal description into a picture.</p> <p>Observe that sketches can be a record of observations or a way to explore ideas for another artwork.</p> <p>Use lines and shapes to express motion or a wordless message.</p>	<p>Participation in class discussion</p> <p>Use of vocabulary</p> <p>Several sketches of an object</p> <p>Creation of a drawing in which one line/shape family is dominant (curved/circular, diagonal/triangular, straight/rectangle)</p>
<b>September</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Are all works of art about something?  <i>Criticism</i> What are the elements and principals of design?  <i>History</i> Where and when was the artwork made?</p> <p><b>AA (3) Drawing Map-Like Views</b>            In what ways are geometric and organic shapes used on maps?  <b>AA (4) Shapes and structures</b>            What are two techniques artists use to see and sketch things?  <b>AA (5) Seeing Light and Shadow</b>            In what way does light and shadow suggest the form of an object?  <b>AA (8) Shapes Around Shapes</b>            How do we show positive and negative space?</p>	<p>Students will:            Distinguish between geometric and organic shapes.</p> <p>Practice sketching something they see drawing main shapes and lines before adding detail.</p> <p>Use shading and value to suggest texture and form.</p> <p>Create a puzzle-like design dominated by clearly defined positive and negative shapes.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Drawing of a work of art with a map-like view.</p> <p>Sketches showing main lines and shapes, shading and value.</p> <p>Awareness of the use of positive and negative space in a design.</p>

## Fourth Grade Map - Adventures in Art

<b>October</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Why are pictures good at communicating ideas?  <i>Criticism</i> What things do you recognize in the artwork?  <i>History</i> Who is the artist?</p> <p><b>AA (7) Texture in Different Media</b>            What is a monoprint?</p> <p><b>AA (11) Sketching People in Action</b>            Why is it helpful to have many quick sketches when planning a drawing?</p> <p><b>AA (13) Planning a Still Life</b>            What do still life pictures show?</p> <p><b>AA (R1) Review Drawing</b></p>	<p>Students will:            Learn the technique of monoprinting.</p> <p>Practice sketching people in action.</p> <p>Perceive how overlapping and repeating shapes, lines and colors create visual rhythms.</p> <p>Become aware of still life as a theme in artworks.</p> <p>Learn the use of abstraction by invented textures and patterns.</p>	<p>Participation in class discussion</p> <p>Appropriate use of tools and materials.</p> <p>Finished monoprint that shows texture.</p> <p>Addition of quick sketches to sketchbook.</p> <p>Completed drawing showing a crowd of people.</p> <p>Various levels of abstraction achieved in a still life drawing.</p>
<b>November</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> What makes some art works better than others?  <i>Criticism</i> How did the artist arrange the parts in the work of art?  <i>History</i> Who are some other artists that worked with this subject matter?</p> <p><b>AA (14) Color Relationships</b>            Can you name three different color families?</p> <p><b>AA (U2) Expressing Ideas in Art</b>            What moods and feeling are expressed with warm and cool colors?</p> <p><b>AA (17) Paintings About the Sea</b>            What is a seascape?</p> <p><b>AA (18) Sparkling Landscapes</b>            How can you use a color wheel to help plan your paintings?</p>	<p>Students will:</p> <p>Identify primary, secondary, intermediate, and related hues in the color wheel and in artwork.</p> <p>Improve their painting skills.</p> <p>See that certain colors and color families can be used to express a mood or feeling.</p> <p>Paint seascapes and landscapes.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Identification of color families.</p> <p>Use of color wheel to plan paintings.</p> <p>Use of specific color families in created works of art.</p>

## Fourth Grade Map - Adventures in Art

<b>December</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> What part does imagination play in creating a work of art?  <i>Criticism</i> How is balance used in these art works?  <i>History</i> Why was this artwork made?</p> <p><b>AA (43) Stained Glass Windows</b>            What is radial balance?  <b>AA (20) Imagining the Impossible</b>            What would an imaginary creature look like?  <b>AA (21) Using Materials Inventively</b>            How would you make your imaginary creature the dimensional?</p>	<p>Students will:            Learn about the uses of radial balance and apply the knowledge to a stained glass type design.</p> <p>Discuss the use of imagination in creating works of art.</p> <p>Practice drawing skills.</p> <p>Discuss the role of imagination, the inventive use of materials, and the constant effort required in creating works of art.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Demonstrated knowledge of radial balance.</p> <p>Creation of imaginary animal in 2-dimension and 3-dimension.</p>
<b>January</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Is it possible to dislike a work of art and still judge it good?  <i>Criticism</i> Does this work of art suggest certain moods or feelings?  <i>History</i> Can we tell anything about the artist from these works of art?</p> <p><b>AA (23) A Relief Print of Animals</b>            How is a relief print different from a drawing?  <b>AA (25) Drawing Portraits</b>            In what way do portraits show personalities of people?  <b>AA (27) Drawing Crowds of People</b>            How do you show people in the back of a crowd?  <b>AA (R2) Evaluation</b>            What are some themes you could draw about?</p>	<p>Students will:            Learn about the reversal of images when printing.</p> <p>Review typical proportions when drawing portraits.</p> <p>Practice drawing portraits and people.</p> <p>Draw pictures crowded with figures and showing evidence of overlap and size changes to suggest distance.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Creation of multiple prints from one image.</p> <p>Demonstrated understanding of facial proportions.</p> <p>Demonstrated understanding of the use of overlapping and size changes to show distance.</p>

## Fourth Grade Map - Adventures in Art

<b>February</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Can everything that is imagined and created be considered a work of art?  <i>Criticism</i> What is the most important part of the art?  <i>History</i> What kinds of decisions did the artist have to make to create this work?</p> <p><b>AA (U3) Art to See and Use</b>  <b>What are some careers that involve the arts?</b>  <b>AA (31) Designing a Better Product</b>          What do we call the people who design the objects we use?  <b>AA (33) Inventing New Alphabets</b>          What are different letter styles called? (Fonts)  <b>AA (35) Cartoons and Caricatures</b>          How are caricatures and cartoons different?  <b>AA (38) Creating a Flip Book</b>          How are animations created?</p>	<p>Students will:          Learn that many people in their community are engaged in arts related careers.</p> <p>Learn what an industrial designer does.</p> <p>Design an improved version of a product they often use.</p> <p>Observe that graphic design often involves the choice or creation of lettering and artwork for books, posters, cards etc.</p> <p>Differentiate between caricatures and cartoons.</p>	<p>Participation in class discussion.</p> <p>Completion of various industrial and graphic design projects.</p> <p>Creation of graphic design with inventive lettering.</p> <p>Creation of a flipbook that uses cartooning.</p>
<b>March</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Can architecture and landscaping be considered art forms?  <i>Criticism</i> What are some ways to design an open space?  <i>History</i> What makes landscaping and architecture look regionally distinct?</p> <p><b>AA (40) Architectural Texture</b>          What tools can be used to create textures and patterns in clay?  <b>AA (41) Landscape Architecture</b>          How would you show the elements of a park or garden?  <b>AA (45) Preserving Special buildings</b>          Why would a building be historically important?  <b>AA (R3) Evaluation Art Careers</b>          What artist would you choose to do a research project on?</p>	<p>Students will:          Work with clay like material to create an architectural façade.</p> <p>Recognize that architectural planning can extend beyond buildings.</p> <p>Use collage to show a park or garden.</p> <p>Discuss the significance of historic building preservation.</p> <p>Research an artist of their choice.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools.</p> <p>Finished architectural type projects.</p> <p>Critique of student work.</p>

## Fourth Grade Map - Adventures in Art

<b>April</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Can a work of art still be considered well crafted even if you don't like it?  <i>Criticism</i> What is more important in the artwork, the subject matter or the moods and feelings?  <i>History</i> What is the importance of studying other cultural art forms?</p> <p><b>AA (R4) Planning an Art Show</b>            How do you choose and prepare your art for display in a show?</p> <p><b>AA (U4) Your Art Heritage</b>            What roll does art play in the traditions of other cultures?</p> <p><b>AA (46) Pottery Pinch Pot</b>            Why might clay be a good material for making a container?</p> <p><b>AA (47) Making a Mosaic Symbol</b>            What is a mosaic and how is it made?</p>	<p>Students will:            Review the process for selecting and preparing work for an art show.</p> <p>Recognize that traditional art helps people remember special events.</p> <p>Examine ceramic containers from different cultures.</p> <p>Learn basic procedures for making pinch pots.</p> <p>Identify different materials that mosaics can be made from.</p> <p>Create a mosaic-like collage.</p>	<p>Participation in class discussion.</p> <p>One work of art selected and mounted for display.</p> <p>Appropriate use of tools and materials.</p> <p>Understanding and application of mosaic techniques.</p>
<b>May</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> What is beauty?  <i>Criticism</i> Do the elements and principles of design still work for talking about art from any culture?  <i>History</i> How is the culture that made this work of art different than ours?</p> <p><b>AA (52) Weaving Bands of Cloth</b>            What cultures make use of weaving?</p> <p><b>AA (53) Designs on Fabric: Batik</b>            How can cloth be prepared to resist color?</p> <p><b>AA (58) Found Object Sculpture</b>            What do we call a work of art made from recycled materials?</p>	<p>Students will:</p> <p>Discover that weaving is a process of interlocking yarn to create fabrics.</p> <p>Use a straw loom to weave a sash, headband, or bracelet</p> <p>Become aware of batik as a process to create design on fabrics.</p> <p>Create a batik design on fabric.</p> <p>Observe that assembling and joining discarded materials can make sculptures.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Understanding of the straw weaving process.</p> <p>Understanding of the batik process.</p> <p>Completion of found object sculpture</p>

## Fifth Grade Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Why is art important?  <i>Criticism</i> How do we begin to talk about art?  <i>History</i> What do artworks tell us about history?</p> <p><b>*AA (U1) Design in Art</b>            Why is it important to have a good understanding of design principles</p> <p><b>AA (1) Composing Pictures</b>            How do you choose between vertical and horizontal orientation?</p> <p><b>AA (3) Exploring Lines and Textures</b>            What tools can be used to create texture?</p> <p><b>AA (4) Lines Create Illusions</b>            In what way can lines fool your eyes?</p> <p><b>*Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p>Students will:            Review why the elements and principles of design are guides for seeing and creating art.</p> <p>Learn that artists may only choose part of a scene when composing a work of art.</p> <p>Analyze how artists use lines to suggest textures, pattern, and shadows in artworks.</p> <p>Practice using a viewfinder.</p> <p>Become aware of Op art as a style dominated by optical effects and illusions.</p>	<p>Participation in class discussion</p> <p>Use of viewfinders to compose pictures</p> <p>Crayon etching that shows a variety of lines and textures</p> <p>Drawing or collage that uses lines, colors and spaces to create the illusion of motion</p>
<b>September</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Is all art about something?  <i>Criticism</i> What elements and principles of design have been used in these works?  <i>History</i> What do you know about this artist?</p> <p><b>AA (5) Shapes Create Illusions</b>            How does shape create positive and negative space?</p> <p><b>AA (8) Drawing Faces</b>            How does knowing proportion help in drawing faces?</p> <p><b>AA (10) Pattern From Many Lands</b>            In what ways are patterns unique to different cultures?</p> <p><b>AA (11) Shapes and Spaces</b>            What type of printing uses cut out shapes?</p>	<p>Students will:            Learn how positive and negative shapes and spaces can have equal importance in a design.</p> <p>See that drawings of people can be based on direct observation and the use of guidelines for proportion.</p> <p>Become aware of repeated and symbolic elements in patterns from diverse cultures.</p> <p>Learn that stenciling is a type of printing that has been used from ancient time, in many cultures.</p>	<p>Participation in class discussion.</p> <p>A puzzle like picture planned around positive and negative shapes and spaces</p> <p>Drawn front or profile views of faces</p> <p>Creation of clay stamps used to print an allover pattern</p> <p>Classroom mural using stencils</p>

## Fifth Grade Map - Adventures in Art

<b>October</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> What is meant when we say something is beautiful or ugly?  <i>Criticism</i> How has the artist suggested certain ideas or themes in the artwork?  <i>History</i> In what ways have historical artist experimented with color?</p> <p><b>AA (13) Paintings of Environments</b>            How can color be used to convey the mood of a place?  <b>AA (15) A View Out the Window</b>            What are different ways to portray the same theme?  <b>AA (R1) Discussing Artworks</b>            What's the difference between objective and subjective judgments?  <b>AA (U2) Expressing Ideas</b>            How does your choice of warm or cool hues affect your work?</p>	<p>Students will:            Identify primary, secondary and intermediate hues in the color wheel and artwork.</p> <p>Become aware of differences in the styles of painting with the same themes.</p> <p>Learn the difference between personal preferences and informed judgments of art.</p> <p>Judge artwork by offering criteria and reasons for their judgment.</p>	<p>Participation in class discussion</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Creation of paintings that show use of color families and individual style</p> <p>Demonstrated skill in describing, analyzing, and interpreting their own and others' artwork</p>
<b>November</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Are some kinds of art better than others?  <i>Criticism</i> Why is it important to understand how to use color?  <i>History</i> In what way does the artwork tell us about the time and place it was created?</p> <p><b>AA (17) Paintings With Earth Colors</b>            What are neutral colors?  <b>AA (18) Drawing a Still life</b>            How does shading change a contour drawing?  <b>AA (19) Painting a Still Life</b>            What are some different painting styles  <b>AA (22) Flowers as Symbols</b>            How does drawing something in extreme close up change its appearance?</p>	<p>Students will:            Identify varieties of color in their environment and artwork.</p> <p>Perceive differences in light and dark and understand the expressive uses of value, shading and contrast.</p> <p>Become aware of varied art styles and style names (realism, cubism, pop).</p> <p>Learn that art critics sometimes use analogies or metaphors to interpret artworks.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Finished works of art that show Variations in style and color</p> <p>Drawings of objects in extreme close up view</p>

## Fifth Grade Map - Adventures in Art

<b>December</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> How do we know what an artwork means?  <i>Criticism</i> What things do you recognize in this work?  <i>History</i> Has this artist’s work always been accepted?</p> <p><b>AA (27) Capturing Moods of people</b>            What design elements can be used to convey moods?  <b>AA (30) Art as a Cultural Record</b>            What role does art play in preserving cultural history  <b>AA (U3) Living With Art Past and Present</b>            Name some different careers that involve the arts.</p>	<p>Students will:            Observe “hidden” or implied paths of movement in complex compositions that portray people.</p> <p>Learn of cultural and historical differences reflected in relief prints with similar themes.</p> <p>Create, sign and number expressive one or two color relief prints.</p> <p>Discuss the role that special interests, skills, and education play in the choice of an art career.</p>	<p>Participation in class discussion</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Drawings that include people, planned spaces and paths of movement to express definite moods or ideas</p> <p>Several relief prints that suggest a certain cultural theme</p>
<b>January</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Are all artworks about something?  <i>Criticism</i> What is the difference between graphic arts and fine arts  <i>History</i> What kinds of decisions did the artist have to make in creating this work?</p> <p><b>AA (32) Materials for Buildings</b>            What are some different materials that can be used in building construction?  <b>AA (37) Urban Planning</b>            Why is it important to plan our living and working spaces?  <b>AA (41) Lettering</b>            What are letter types called? (Fonts)  <b>AA (39) Graphic Design a Stamp</b>            Who uses graphic design?  <b>AA (R4) Mount, Label Artwork</b>            How can mounting diminish or enhance your work?</p>	<p>Students will:            Become aware of colors, textures, patterns and other qualities of architectural materials.</p> <p>Understand that attractive city spaces can result from decisions made by citizens with the help of urban planners, architects and others trained in art.</p> <p>See how graphic designers select, arrange, and use letterforms creatively.</p> <p>Learn of graphic design as a form or art seen in posters, logos, stamps, and other printed materials.</p> <p>Become aware of community and museum art programs.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Drawn or collaged façade of a building</p> <p>2-D or 3-D project of a planned living space</p> <p>Graphic designs that include creative lettering and good use of space</p> <p>Evaluations of their own and others artwork</p>

## Fifth Grade Map - Adventures in Art

<b>February</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> what kinds of artistic styles do you like?  <i>Criticism</i> What things do you recognize in this work of art?  <i>History</i> What role did artist play in the communities where this art was made?</p> <p><b>AA (43) The Art of Animation</b>            What are some careers in the animation arts?</p> <p><b>AA (45) Clothing Design</b>            What is the difference between fashion and function in clothing design?</p> <p><b>AA (46) A Foil Relief Sculpture</b>            What is the difference between sculpture in the round and relief sculpture?</p> <p><b>AA (47) Paper Mache Sculpture</b>            How is the paper mache process different than sculpting?</p>	<p>Students will:            Become aware of a variety of careers related to the arts.</p> <p>Observe that showing separate images in rapid sequence creates the illusion of motion in animation.</p> <p>Become aware of special qualities associated with expressive, functional, and decorative designs for clothing.</p> <p>Compare and contrast metal relief sculpture from diverse cultures.</p> <p>Learn that paper mache combines modeling and assembling processes.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Examples of clothing design that show function and expressiveness</p> <p>Completed paper mache sculpture</p> <p>Evaluations of their own and others artwork</p>
<b>March</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Must we like every work of art because it's art?  <i>Criticism</i> What do you think the artwork is mostly about?  <i>History</i> What was the purpose of the artwork when it was made?</p> <p><b>AA (48) Sculptured Portraits</b>            What is a 3 dimensional portrait called?</p> <p><b>AA (50) Carving Abstract Sculpture</b>            What is the subtractive process in sculpting?</p> <p><b>AA (51) Asian-American Artists (any cultural group can be substituted)</b>            How does cultural heritage influence art making?</p>	<p>Students will:            Become aware of sculptural busts as another form of portraiture.</p> <p>Learn about the visual qualities and thought processes associated with carving an abstract, stylized sculpture.</p> <p>Recognize that an artist's cultural heritage and personal experience can influence his or her artwork.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Various sculptures that show the additive and subtractive process</p> <p>Report or presentation on an artist from a particular cultural community</p> <p>Evaluations of their own and others artwork</p>

## Fifth Grade Map - Adventures in Art

<b>April</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> What are some reasons people create art?  <i>Criticism</i> What are some different tools and materials artists have used to create with?  <i>History</i> What does sculpture say about the time in which it was created?</p> <p><b>AA (52) Mask Making</b>            What are some different purposes for masks?  <b>AA (54) Pottery Making</b>            How is a coil pot formed?  <b>AA (55) Quilt Making and Sewing</b>            How many people do you know that sew?  <b>AA (56) Weaving</b>            What kinds of materials can you weave with?</p>	<p>Students will:            Become aware of mask making as part of cultural and ceremonial traditions.</p> <p>Become aware of pottery making traditions among American Indians of the Southwest.</p> <p>Understand quilting is a process that is both expressive and practical.</p> <p>Learn that weaving can be functional and symbolically expressive.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Creation of a mask that tells a story</p> <p>Experiment with weaving, appliqué or stitchery.</p> <p>Evaluations of their own and others artwork</p>
<b>May</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> What is it that people express through the art they make?  <i>Criticism</i> What part does function play in creating works of art?  <i>History</i> How have people of the past made everyday objects more beautiful?</p> <p><b>AA (57) Yarn Painting</b>            What are traditional art forms and how can they change to meet cultural needs?  <b>AA (58) Mosaics</b>            What kind of history do mosaics have?  <b>AA (60) Jewelry Making</b>            How do people of the world adorn themselves?</p>	<p>Students will:            Learn of cultural influences that create and change artistic traditions.</p> <p>Observe the use of mosaic tesera for murals that show cultural content.</p> <p>Discuss how jewelry making and personal adornment are activities that have been happening for thousands of years.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Small yarn painting showing symbolism</p> <p>Paper mosaics showing an event related to the student</p> <p>Create different types of jewelry</p> <p>Evaluations of their own and others artwork</p>

## Sixth Grade Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> What is art  <i>Criticism</i> How do we begin to talk about art?  <i>History</i> Who made the art?</p> <p><b>*AA (U1) The Artistic Process</b>            Why is it important to have a good understanding of design principles</p> <p><b>AA (1) Contours and Gestures</b>            What is the difference between a contour and a gesture drawing?</p> <p><b>AA (2) Keeping a sketchbook</b>            What is the purpose of keeping a sketchbook?</p> <p><b>AA (3) Proportions</b>            How can knowing about proportion help you draw more lifelike faces?</p> <p><b>*Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p>Students will:            Review why the elements and principles of design are guides for seeing and creating art.</p> <p>Learn the difference between contour and gesture drawing.</p> <p>Create contour and gesture drawings.</p> <p>See that sketches can be created to aid memory, explore ideas and try out designs.</p> <p>Practice using a viewfinder.</p> <p>Become aware of characteristics of portraits created during the Renaissance.</p>	<p>Participation in class discussion</p> <p>Demonstration of understanding between contour and gesture drawings</p> <p>Starting a sketchbook</p> <p>Creation of portraits showing front and profile views</p>
<b>September</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> What is meant when we say something is beautiful or ugly?  <i>Criticism</i> What elements and principles of design have been used in these works?  <i>History</i> Can you tell what the world was like when the work was made?</p> <p><b>AA (7) Shading and Value</b>            How can shading be used to suggest form?</p> <p><b>AA (8) Illusions of Texture</b>            What role does texture play in a work of art?</p> <p><b>AA (9) Light at Night</b>            What technique can be used to show light at night?</p> <p><b>AA (11) Showing Space and Distance</b>            Name one way to show distance in a drawing?</p>	<p>Students will:            Learn about the use of value and texture.</p> <p>Compare and contrast works showing light at night.</p> <p>Observe how linear perspective creates the illusion of space.</p> <p>Create drawings and paintings that show value, texture and perspective.</p>	<p>Participation in class discussion.</p> <p>Drawings showing value and texture</p> <p>Demonstrated knowledge of techniques used to show perspective.</p>

## Sixth Grade Map - Adventures in Art

<b>October</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> How do we know what an artwork means?  <i>Criticism</i> Why is it important to understand how to use color?  <i>History</i> In what ways have historical artist experimented with color?</p> <p><b>AA (12) Interpreting Nature</b>            How do we create tints and shades?  <b>AA (14) Experimenting With Colors</b>            Name a planned color scheme.  <b>AA (15) Creating Wordless Messages</b>            What does nonobjective mean?  <b>AA (R1) Review Unit 1</b>            Why is it important to be able to look critically at a work of art?</p>	<p>Students will:            Demonstrate knowledge of mixing paints to create color families.</p> <p>Recognize that abstract art is often based on selective observations and interpretations of nature.</p> <p>Become aware of stylistic characteristics of expressionist, abstract and nonobjective styles of painting.</p> <p>Demonstrate skills in describing, analyzing, and interpreting their own and others' artwork.</p> <p>Judge artwork by stating criteria and citing evidence to support their judgments.</p>	<p>Participation in class discussion</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials.</p> <p>Creation of various drawings and paintings showing different art styles.</p>
<b>November</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> Is all art about something?  <i>Criticism</i> How did the artists arrange the parts in these works?  <i>History</i> In what way does the artwork tell us about the time and place it was created?</p> <p><b>AA (17) Animal Energy</b>            What kind of energy does using complementary colors create?  <b>AA (18) The Process of Abstraction</b>            What does it mean to abstract something?  <b>AA (19) Still Life</b>            What subject matter is used in creating a still life?  <b>AA (20) Pop Art</b>            Where did pop art come from?</p>	<p>Students will:            Identify and interpret expressive qualities associated with visual contrasts.</p> <p>Learn that abstract art is based on a process of selecting and rearranging visual elements.</p> <p>Become aware of various styles and symbolic meanings in twentieth-century paintings.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials.</p> <p>Finished works of art that show strong visual contrast</p> <p>Drawings and paintings that show abstraction, still life, and pop art styles</p>

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<b>December</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> What makes some art better than others?  <i>Criticism</i> How do artists suggest certain ideas or themes in their works?  <i>History</i> Has this artist's work always been accepted?</p> <p><b>AA (21) Trees as Symbols</b>            How are symbols used to reference reality?  <b>AA (22) Landscapes</b>            How is perspective used in landscape composition?  <b>AA (24) Picturing the future</b>            Is it possible to picture something you've never seen?</p>	<p>Students will:            Identify characteristics of individual artists' styles in painting of the same subject.</p> <p>Observe that paintings can have symbolic elements that reflect a way of life.</p> <p>Become aware of design qualities that suggest motion energy and powerful forces in nature.</p> <p>Practice drawing skills.</p> <p>Create landscapes with symbolic features.</p> <p>Create, sign and number expressive two color relief prints.</p>	<p>Participation in class discussion</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Drawings of trees that show individual style and personification</p> <p>Landscape drawings or paintings</p> <p>Several relief prints that show nature</p>
<b>January</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> Does art always have the meaning the artist intended it to have?  <i>Criticism</i> What do you think the artwork is mostly about?  <i>History</i> What role did artist play in the communities where this art was made?</p> <p><b>AA (26) Painting Portraits</b>            In what ways have portrait styles changed?  <b>AA (27) Sculptures of People</b>            What is universal about the human figure?  <b>AA (30) Imaginary Places</b>            How can color be used to make something look surreal?  <b>AA (R2) Review Unit 2</b>            In what ways does art reflect the different cultures it comes from?  <b>AA (R4) Mount, Label Artwork</b>            Now what do you do with the art you've created?</p>	<p>Students will:            Become aware of varieties of styles and techniques in portraiture.</p> <p>Identify similarities and differences in the styles of sculptures portraying human figures.</p> <p>Identify neutral colors and warm and cool variations of neutral colors.</p> <p>Understand there are cultural differences in art created within a single historic period.</p> <p>Learn of careers associated with work in museums.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Drawn or painted portraits</p> <p>Finished paintings sculptures and drawings</p> <p>Evaluations of their own and others artwork</p>

## Sixth Grade Map - Adventures in Art

<b>February</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> How do we know what a work of art means?  <i>Criticism</i> What things do you recognize in this work of art?  <i>History</i> What kinds of decisions did the artist have to make in creating this work?</p> <p><b>AA (U3) Art in Your Environment</b>            What are some careers in the arts?  <b>AA (31) Designs for Buildings</b>            What is the first step in building a building?  <b>AA (35) Futuristic cities</b>            How might cities in the future be different than today?  <b>AA (36) Parks in Cities</b>            Why are parks and green spaces important?</p>	<p>Students will:            Become aware of a variety of careers related to the arts.</p> <p>Identify design qualities of historically important and contemporary architecture.</p> <p>Create an imaginative drawing of a future city that demonstrates thought about people actually living there.</p> <p>Learn that landscape architecture is a career related to architecture and science.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Finished architectural type projects including drawing and three dimensional pieces</p>
<b>March</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> Must we like every work of art because it's art?  <i>Criticism</i> What is the difference between graphic arts and fine arts  <i>History</i> What was the purpose of the artwork when it was made?</p> <p><b>AA (39) Editorial Cartoons</b>            In what way are editorial cartoons different than comic strips?  <b>AA (40) Expressive Lettering</b>            How can letters visually express meaning?  <b>AA (45) Clothing Design</b>            Why is clothing design necessary?  <b>AA (U4) Art of the Past and Present</b>            How does historic art portray mythic ideas?</p>	<p>Students will:            See editorial cartooning as a form of art and a type of historical record.</p> <p>See that expressive lettering can visually emphasize the meaning of a word.</p> <p>Discuss thought process and artistic decisions involved in designing articles of clothing.</p> <p>Discover how symbolic elements in sculpture portray ancient myths.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>A drawn cartoon about a local or national issue</p> <p>Creative use of lettering</p> <p>Design of an article of clothing</p>

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<b>April</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> What is it that people express through the art they make?  <i>Criticism</i> What are some different tools and materials artists have used to create with?  <i>History</i> What does sculpture say about the time in which it was created?</p> <p><b>AA (46) Expressing beliefs</b>            How can flat metal be used to create rounded forms?  <b>AA (49) Sculpture in the Round</b>            How does the form of your material influence your final sculpture?  <b>AA (51) Sculpture in Motion</b>            What aspects beside <b>material</b> and shapes are important in mobiles?  <b>AA (54) Creating a Mosaic</b>            What kind of planning do mosaics require?</p>	<p>Students will:            Compare and contrast symbols and uses of metal relief sculptures from diverse cultures.</p> <p>Examine why carving requires the ability to visualize form as if it were hidden inside a solid material.</p> <p>Discover the relationship between movement, balance, form and light in a mobile.</p> <p>Learn of the cultural reasons for the differences in Byzantine and Islamic mosaic murals.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Creation of various kinds of sculptures including, foil relief, carved sculpture, and mobiles</p> <p>Finished mosaic showing attention to detail</p>
<b>May</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> what kinds of artistic style do you like?  <i>Criticism</i> What part does function play in creating works of art?  <i>History</i> How have people of the past made everyday objects more beautiful?</p> <p><b>AA (56) Creating Pottery</b>            How does the shape of a container determine its function?  <b>AA (58) Fiber Experiments</b>            What is meant by fiber art?  <b>AA (59) A Wall Hanging</b>            How are resist mediums used?</p>	<p>Students will:            Become aware of relationships between the forms and functions of containers.</p> <p>Learn how to make a slab or coil container.</p> <p>Learn about and experiment with weaving, appliqué or stitchery.</p> <p>Use the process of working with resist mediums to create batik like designs.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Finished coil or slab container</p> <p>Wall hanging using weaving, stitchery, or resist designs</p>