

September 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>CEO:</p> <ul style="list-style-type: none"> <li>o WHAT ARE THE SEVEN ELEMENTS OF ART AND PRINCIPLES OF ART?</li> </ul> <p>UEQ:</p> <ul style="list-style-type: none"> <li>o <i>What is line?</i></li> <li>o <i>What are the types of line drawings?</i></li> <li>o <i>What is a gesture drawing?</i></li> <li>o <i>Why do artists create gesture drawings?</i></li> <li>o <i>What is a contour line drawing?</i></li> <li>o <i>Why do artists draw objects using contour lines?</i></li> </ul> <p><b>Line</b></p> <ol style="list-style-type: none"> <li>1. Gesture line drawing</li> <li>2. Observational drawing</li> <li>3. Motion lines</li> <li>4. Contour line drawing</li> </ol>	<p><b>Line</b></p> <p><b>Art Skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify types of line drawings</li> <li>2. Draw objects using gestural line</li> <li>3. Use gesture drawing in planning for or creating an artwork</li> <li>4. Draw objects using contour line</li> <li>5. Use contour line drawing in creating an artwork</li> <li>6. Use observation to create a drawing</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Create and Innovate</li> <li>2. Think Critically and Solve Problems</li> <li>3. Communicate and Collaborate</li> <li>4. Be Initiative and use Self-Direction</li> <li>5. Develop Social and Cross-Cultural Skills</li> <li>6. Be Productive and Accountable</li> </ol>	<p><b>Line</b></p> <p>LT1. I can create a gesture drawing.</p> <p>LT2. I can create a contour line drawing.</p>	<p><b>Line</b></p> <p>5.4.2</p>	<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> <li>1. Bicycle drawing</li> <li>2. Figure drawings</li> <li>3. Blind contour</li> <li>4. Self portrait</li> <li>5. Paintbrush Still life</li> </ol>	<p>Visual Artists:</p> <p>Websites:</p> <p>Key Vocabulary:</p> <p>Line</p> <p>Gesture line</p> <p>Observational drawing</p> <p>Contour line</p>

October 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> <li>o <i>What is a shape?</i></li> <li>o <i>How are geometric shapes different from organic shapes?</i></li> <li>o <i>How do artists use simple shapes when creating drawings and other artworks?</i></li> <li>o <i>How can complex forms be broken down into simple shapes when drawing or creating an artwork?</i></li> </ul> <p><b>Shape</b></p> <ol style="list-style-type: none"> <li>1. Geometric shapes</li> <li>2. Organic shapes</li> <li>3. Using shapes to draw more complex images</li> </ol>	<p><b>Shape</b></p> <p><b>Art Skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify simple shapes in artworks</li> <li>2. Draw a complex form by breaking it down into simple shapes</li> <li>3. Use simple shapes to create artwork</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Create and Innovate</li> <li>2. Think Critically and Solve Problems</li> <li>3. Communicate and Collaborate</li> <li>4. Be Initiative and use Self-Direction</li> <li>5. Develop Social and Cross-Cultural Skills</li> <li>6. Be Productive and Accountable</li> </ol>	<p><b>Shape</b></p> <p>L1. I can use simple shapes to create a more complex form.</p>	<p><b>Shape 5.4.2</b></p>	<p><b>CSA: Create work that shows an understanding of the presented content.</b></p> <p><b>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</b></p> <p><b>CFA: One on one student conferencing to support lesson goals.</b></p> <p><b>CFA: Selection of work for exhibit.</b></p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> <li>1. Pizza sculpture</li> <li>2. Figure drawings</li> <li>3. Cake sculpture</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b></p> <p>Shape Geometric Organic</p>

November 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> <li>o <i>What are the primary colors?</i></li> <li>o <i>What are the secondary colors and how are they created?</i></li> <li>o <i>What are the intermediate colors and how are they created?</i></li> <li>o <i>What is the color wheel, and how is it organized?</i></li> <li>o <i>How can artists use color schemes when creating artworks?</i></li> </ul> <p><b>Color</b></p> <ol style="list-style-type: none"> <li>1. The color wheel</li> <li>2. Primary, secondary, and intermediate colors</li> <li>3. Color mixing</li> <li>4. Color schemes</li> </ol>	<p><b>Color</b></p> <p><b>Art Skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify primary, secondary, and intermediate colors</li> <li>2. Describe the colors on the color wheel and how they are organized</li> <li>3. Mix primary colors to create secondary colors</li> <li>4. Mix primary colors with secondary colors to create intermediate colors</li> <li>5. Identify color schemes used in artworks</li> <li>5. Use a chosen color scheme to create an artwork.</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Create and Innovate</li> <li>2. Think Critically and Solve Problems</li> <li>3. Communicate and Collaborate</li> <li>4. Be Initiative and use Self-Direction</li> <li>5. Develop Social and Cross-Cultural Skills</li> <li>6. Be Productive and Accountable</li> </ol>	<p><b>Color</b></p> <p>LT1. I can identify and apply a color scheme.</p> <p>LT2. I can identify primary, secondary, and intermediate colors on the color wheel.</p>	<p><b>Color</b> <b>5.4.2</b></p>	<p><b>CSA: Create work that shows an understanding of the presented content.</b></p> <p><b>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</b></p> <p><b>CFA: One on one student conferencing to support lesson goals.</b></p> <p><b>CFA: Selection of work for exhibit.</b></p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> <li>1. Color wheel eyes</li> <li>2. Sunset Silhouettes</li> <li>3. Non-objective art</li> <li>4. Found object color wheel</li> <li>5. OP art</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b> Color Primary Secondary Intermediate Color wheel Color scheme</p>

December 2020

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> <li>o <i>What is the element of form?</i></li> <li>o <i>What are the types of sculpture?</i></li> <li>o <i>How can clay be used to create forms?</i></li> </ul> <p><b>Form</b></p> <ol style="list-style-type: none"> <li>1. Types of sculpture</li> <li>2. Additive vs. subtractive sculpture</li> <li>3. Using clay to create form</li> </ol>	<p><b>Form</b></p> <p><b>Art Skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify form in artworks</li> <li>2. Describe the methods and techniques of using clay to create forms</li> <li>2. Create a functional form using clay</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Create and Innovate</li> <li>2. Think Critically and Solve Problems</li> <li>3. Communicate and Collaborate</li> <li>4. Be Initiative and use Self-Direction</li> <li>5. Develop Social and Cross-Cultural Skills</li> <li>6. Be Productive and Accountable</li> </ol>	<p><b>Form</b></p> <p>LT1. I can create a functional ceramic piece of art.</p>	<p><b>Form</b></p> <p><b>5.4.2</b></p>	<p><b>CSA: Create work that shows an understanding of the presented content.</b></p> <p><b>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</b></p> <p><b>CFA: One on one student conferencing to support lesson goals.</b></p> <p><b>CFA: Selection of work for exhibit.</b></p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> <li>1. Empty Bowls</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b></p> <p>Form</p> <p>Additive</p> <p>Subtractive</p> <p>3D</p> <p>Functional art</p>

January 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> <li>o <i>What is the proportion?</i></li> <li>o <i>How can artists use size, shape, placement, and comparison to create artwork with correct proportions?</i></li> <li>o <i>What is atmospheric perspective?</i></li> <li>o <i>How can artists use size, placement, overlapping, and cropping to create the illusion of depth?</i></li> </ul> <p><b>Space</b></p> <ol style="list-style-type: none"> <li>1. Foreground, middle ground, and background</li> <li>2. Perspective</li> <li>3. Proportion</li> </ol>	<p><b>Space</b></p> <p><b>Art Skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify correct proportion in artworks</li> <li>2. Describe how artists use proportion</li> <li>3. Create a drawing using accurate proportions</li> <li>4. Identify examples of atmospheric perspective in artworks</li> <li>5. Describe how artists use perspective to create the illusion of depth</li> <li>3. Create an artwork that displays the illusion of deep space on a 2D surface</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Create and Innovate</li> <li>2. Think Critically and Solve Problems</li> <li>3. Communicate and Collaborate</li> <li>4. Be Initiative and use Self-Direction</li> <li>5. Develop Social and Cross-Cultural Skills</li> <li>6. Be Productive and Accountable</li> </ol>	<p><b>Space</b></p> <p>LT1. I can recognize when an object is in proportion</p> <p>LT2. I can use atmospheric perspective to create deep space in a 2D artwork.</p>	<p><b>Space</b> 5.4.2</p>	<p><b>CSA: Create work that shows an understanding of the presented content.</b></p> <p><b>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</b></p> <p><b>CFA: One on one student conferencing to support lesson goals.</b></p> <p><b>CFA: Selection of work for exhibit.</b></p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> <li>1. Self portraits</li> <li>2. Outer space galaxies</li> <li>3. Northern lights reflection</li> <li>4. Cacti &amp; succulents</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b>                      Foreground                      Middle ground                      Background                      Atmospheric perspective                      Proportion</p>

February 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> <li>o <i>What is balance?</i></li> <li>o <i>What are the variety of types of balance?</i></li> <li>o <i>How do artists use types of balance to create compositions?</i></li> <li>o <i>What is emphasis?</i></li> <li>o <i>What techniques can artists use to create a focal point in artworks?</i></li> </ul> <p><b>Balance</b></p> <ol style="list-style-type: none"> <li>1. Focal point and emphasis</li> <li>2. Types of balance</li> <li>3. Radial symmetry</li> </ol>	<p><b>Balance</b></p> <p><b>Art Skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify techniques used to create a focal point in artworks</li> <li>2. Create a work of art that has a focal point</li> <li>3. Identify types of balance and symmetry used in artworks</li> <li>4. Create a work of art that displays radial symmetry</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Create and Innovate</li> <li>2. Think Critically and Solve Problems</li> <li>3. Communicate and Collaborate</li> <li>4. Be Initiative and use Self-Direction</li> <li>5. Develop Social and Cross-Cultural Skills</li> <li>6. Be Productive and Accountable</li> </ol>	<p><b>Balance</b></p> <p>LT1. I can create the focal point in a work of art.</p> <p>LT2. I can use radial symmetry in a work of art.</p>	<p><b>Balance</b> 5.4.2</p>	<p><b>CSA: Create work that shows an understanding of the presented content.</b></p> <p><b>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</b></p> <p><b>CFA: One on one student conferencing to support lesson goals.</b></p> <p><b>CFA: Selection of work for exhibit.</b></p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> <li>1. Rose windows</li> <li>2. Origami</li> <li>3. Radial symmetry name</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b> Balance Symmetry Asymmetry Radial symmetry Focal point Emphasis</p>

March 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> <li>o <i>What is variety?</i></li> <li>o <i>How do artists create variety in artworks?</i></li> <li>o <i>What is harmony?</i></li> <li>o <i>How can the elements of art and principles of design be used to create variety?</i></li> </ul> <p><b>Variety</b></p> <ol style="list-style-type: none"> <li>1. Types of variety</li> <li>2. Elements and principles</li> <li>3. Harmony</li> </ol>	<p><b>Variety</b></p> <p><b>Art Skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify types of variety in artworks</li> <li>2. Describe how artists use variety in making art</li> <li>3. Create a work of art that displays variety</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Create and Innovate</li> <li>2. Think Critically and Solve Problems</li> <li>3. Communicate and Collaborate</li> <li>4. Be Initiative and use Self-Direction</li> <li>5. Develop Social and Cross-Cultural Skills</li> <li>6. Be Productive and Accountable</li> </ol>	<p><b>Variety</b></p> <p>LT1. I can create variety in a work of art.</p>	<p><b>Variety</b> 5.4.2</p>	<p><b>CSA: Create work that shows an understanding of the presented content.</b></p> <p><b>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</b></p> <p><b>CFA: One on one student conferencing to support lesson goals.</b></p> <p><b>CFA: Selection of work for exhibit.</b></p> <p>Potential Assignments:  <ol style="list-style-type: none"> <li>1. Rose windows</li> <li>2. Bamboo</li> </ol> </p>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b>            Variety            Harmony</p>

April 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>UEQ:</p> <ul style="list-style-type: none"> <li>o <i>What is value?</i></li> <li>o <i>How is value used in art?</i></li> <li>o <i>What are tints and shades, and how are they arranged in a value scale?</i></li> <li>o <i>How can artists use value and shading to make objects appear 3D on a 2D surface?</i></li> </ul> <p><b>Value</b></p> <ol style="list-style-type: none"> <li>1. Value scales</li> <li>2. Tints and shades</li> <li>3. Shading and the illusion of 3D</li> </ol>	<p><b>Value</b></p> <p><b>Art Skills:</b></p> <ol style="list-style-type: none"> <li>1. Identify tints and shades in artworks</li> <li>2. Describe the difference between tints and shades and identify them on a value scale</li> <li>3. Create a work of art with a variety of values</li> <li>4. Identify uses of shading in artworks</li> <li>5. Create a work of art that displays shading to make objects appear 3D</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Create and Innovate</li> <li>2. Think Critically and Solve Problems</li> <li>3. Communicate and Collaborate</li> <li>4. Be Initiative and use Self-Direction</li> <li>5. Develop Social and Cross-Cultural Skills</li> <li>6. Be Productive and Accountable</li> </ol>	<p><b>Value</b></p> <p>LT1. I can use a variety of values in a work of art, including tints and shades.</p> <p>LT2. I can use value to make an object appear three-dimensional.</p>	<p><b>Value</b> 5.4.2</p>	<p><b>CSA: Create work that shows an understanding of the presented content.</b></p> <p><b>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</b></p> <p><b>CFA: One on one student conferencing to support lesson goals.</b></p> <p><b>CFA: Selection of work for exhibit.</b></p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> <li>1. Outer space galaxies</li> <li>2. Cacti &amp; succulents</li> <li>3. Paintbrush still-life</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b></p> <p>Value Tint Shade 3D Value Scale</p>



May 2021

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>May is used for project completion and review.</p>				<p>CSA: Create work that shows an understanding of the presented content.</p> <p>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</p> <p>CFA: One on one student conferencing to support lesson goals.</p> <p>CFA: Selection of work for exhibit.</p>	<p>Visual Artists:</p> <p>Websites:</p> <p>Key Vocabulary:</p>

ALL YEAR 2020-21

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><b>UEQ:</b></p> <ol style="list-style-type: none"> <li>How does collaboration expand the creative process?</li> <li>Why do artists follow or break from established traditions?</li> <li>How do artists work?</li> <li>How do artists and designers learn from trial and error?</li> <li>How do artists and designers care for and maintain materials, tools, and equipment?</li> <li>Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</li> <li>How do artists grow and become accomplished in art forms?</li> <li>How does learning about art impact how we perceive the world?</li> </ol>	<p><b>Art Skills:</b></p> <ol style="list-style-type: none"> <li>Generate new ideas through brainstorming techniques</li> <li>Incorporate personal choice into the artmaking process</li> <li>Understand the difference between representational and non-representational art</li> <li>Identify issues involving copying in artmaking</li> <li>Revise in-process work based on feedback from peers</li> <li>Present artwork for display based on considerations of theme and location</li> <li>Analyze the messages conveyed through various artforms, including personal identity</li> <li>Evaluate more than one artwork based on a single set of criteria</li> <li>Connect with artwork by analyzing how personal identity is conveyed</li> </ol>	<p>LT1. I can combine two opposite ideas together to come up with a new idea.</p> <p>LT2. I can create an artwork that is non-representational or abstract.</p> <p>LT3. I can revise my artwork based on feedback from a classmate.</p> <p>LT4. I can select art for display in a specific space.</p> <p>LT5. I can compare and contrast art that has a message through discussion with a classmate.</p> <p>LT6. I can describe how personal identity can be communicated through art.</p>	<p>LT1. 5.4.2.2.1</p> <p>LT2. 5.4.2.3.1</p> <p>LT3. 5.4.2.4.1</p> <p>LT4. 5.4.3</p> <p>LT5. 5.4.4</p> <p>LT6. 5.4.5</p>	<p><b>CSA: Create work that shows an understanding of the presented content.</b></p> <p><b>CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion.</b></p> <p><b>CFA: One on one student conferencing to support lesson goals.</b></p> <p><b>CFA: Selection of work for exhibit.</b></p> <p>Potential Assignments:</p> <ol style="list-style-type: none"> <li>Self portrait</li> <li>Non-objective art</li> <li>Bicycles</li> </ol>	<p><b>Materials and Mediums:</b></p> <ul style="list-style-type: none"> <li>Pencil drawing</li> <li>Chalk pastel</li> <li>Oil pastel</li> <li>Printmaking</li> <li>Watercolor</li> <li>Tempera paint</li> <li>Sculpture</li> <li>Clay</li> <li>Collage</li> </ul>