

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>CEQ:</p> <ul style="list-style-type: none"> o WHAT ARE THE SEVEN ELEMENTS OF ART AND PRINCIPLES OF ART? <p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is art?</i> o <i>Who makes art?</i> o <i>Where is art found?</i> o <i>What are the safety rules in the art room?</i> 	<p>Art Skills</p> <ol style="list-style-type: none"> 1. Students will use a variety of mediums to create artworks. 2. Students will explore different artworks by various artists. 3. Students will name places where art can be found. 4. Students will practice safety when using art materials. <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Creative and Innovate. 2. Use critical thinking and problem solving skills 3. Communicate and collaborate 4. Take initiative and use self-direction 5. Develop social and cross-cultural skills 6. Be productive and accountable. 	<p>Art Skills</p> <ol style="list-style-type: none"> 1. I can use recycled items to create artwork. 2. I can tell information about an artist. 3. I can name a place where art can be found. 4. I can describe one safety precaution used in the art room. 	<p>5.0.2.2.1</p> <p>5.0.2.3.1</p> <p>5.0.2.3.2</p> <p>5.0.5.10.1</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> <p>Dot Art Water bottle chandelier Lollipops Doughnut Prints Alphabet Collages</p>	<p>Visual Artists: Dale Chihuly Wayne Thiebaud Jasper Johns Peter Reynolds</p> <p>Websites: The Dot (Video) https://youtu.be/t5mGeR4AQdM</p> <p>Key Vocabulary: Artist</p> <p>Coffee Filter</p> <p>Waterbase</p> <p>Markers</p> <p>Permanent Markers</p> <p>Art Museum</p> <p>Art Gallery</p>

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<p>CEQ:</p> <ul style="list-style-type: none"> o WHAT ARE THE SEVEN ELEMENTS OF ART AND PRINCIPLES OF ART? <p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is art?</i> o <i>Who makes art?</i> o <i>Where is art found?</i> o <i>What are the safety rules in the art room?</i> 	<p>Art Skills</p> <ol style="list-style-type: none"> 1. Students will use a variety of mediums to create artworks. 2. Students will explore different artworks by various artists. 3. Students will name places where art can be found. 4. Students will practice safety when using art materials. <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Creative and Innovate. 2. Use critical thinking and problem solving skills 3. Communicate and collaborate 4. Take initiative and use self-direction 5. Develop social and cross-cultural skills 6. Be productive and accountable. 	<p>Art Skills</p> <ol style="list-style-type: none"> 1. I can use recycled items to create artwork. 2. I can tell information about an artist. 3. I can name a place where art can be found. 4. I can describe one safety precaution used in the art room. 	<p>5.0.2.2.1</p> <p>5.0.2.3.1</p> <p>5.0.2.3.2</p> <p>5.0.5.10.1</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: Water bottle chandelier Lollipops Doughnut Prints Alphabet Collages</p>	<p>Visual Artists: Dale Chihuly Wayne Thiebaud Jasper Johns</p> <p>Websites: Erica Hill takes a lesson in glass blowing https://youtu.be/_TolHuumh7w</p> <p>Wayne Thiebaud video:</p> <p>Key Vocabulary:</p> <p>artist</p> <p>art museum</p> <p>art gallery</p> <p>Sculpture</p> <p>Paintings</p> <p>Drawings</p> <p>Portraits</p>

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<p>CEQ:</p> <ul style="list-style-type: none"> o WHAT ARE THE SEVEN ELEMENTS OF ART AND PRINCIPLES OF ART? <p>UEQ:</p> <ul style="list-style-type: none"> o <i>What is a line?</i> o <i>What are the types of lines?</i> <p>Line Straight, curved, wavy, zigzag, broken, swirly, curly</p>	<p>Art Skills</p> <p>Line:</p> <ol style="list-style-type: none"> 1. Students will describe different types of lines 2. Students will use some of the following in an artwork: thick/thin, vertical, horizontal, diagonal, zig zag, wavy, bumpy, curved, and broken lines. <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Creative and Innovate. 2. Use critical thinking and problem solving skills 3. Communicate and collaborate 4. Take initiative and use self-direction 5. Develop social and cross-cultural skills 6. Be productive and accountable. 	<p>Line:</p> <p>LT1. I can use a variety of lines in an artwork.</p>	<p>Line:</p> <p>5.O.2.3.1</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: Lollipops Chandelier Letter collage Sidewalk Flowers bookmarks</p>	<p>Visual Artists: Dale Chihuley Wayne Thibaud Jasper Johns Wassily Kandinsky Vincent van Gogh</p> <p>Websites:</p> <p>Erica Hill Takes a trip to Glass Blowing Studio</p> <p>Key Vocabulary:</p> <p>Straight Curved wavy zigzag broken swirly curly</p>

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<p>UEQ:</p> <p><i>What is a shape?</i></p> <p><i>How do we make circles, squares, triangles, and rectangles?</i></p> <p>Shape Circle, Square, triangle, rectangle</p>	<p>Art Skills</p> <p>Shape:</p> <ol style="list-style-type: none"> Students will demonstrate how lines make shapes. Students will identify and draw geometric shapes. <p>21st Century Skills:</p> <ol style="list-style-type: none"> Creative and Innovate. Use critical thinking and problem solving skills Communicate and collaborate Take initiative and use self-direction Develop social and cross-cultural skills Be productive and accountable. 	<p>Shape:</p> <p>LT1. I can name and draw geometric shapes.</p>	<p>Shape:</p> <p>5.O.2.3.1</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: Rizzi Cities Shape Robots Snowflakes Shape Practice sheets</p>	<p>Visual Artists: James Rizzi Wassily Kandinsky</p> <p>Websites:</p> <p>Key Vocabulary:</p> <p>Circle Square Triangle Rectangle</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> • <i>What are the primary colors?</i> • <i>What are the secondary colors and how are they made?</i> <p>A. Element of Color</p> <ol style="list-style-type: none"> 1. <i>Primary colors</i> 2. <i>Secondary colors</i> 	<p>Art Skills</p> <p>Color</p> <ol style="list-style-type: none"> 1. Students will explain that some colors can not be mixed 2. Students will mix colors to make other colors. <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Creative and Innovate. 2. Use critical thinking and problem solving skills 3. Communicate and collaborate 4. Take initiative and use self-direction 5. Develop social and cross-cultural skills 6. Be productive and accountable. 	<p>Color:</p> <p>LT1. I can use primary and secondary colors in a work of art.</p>	<p>Color:</p> <p>50.2.3.1</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> <p>Color Mice Color wheels Little Blue and Little yellow Playdough story Scribble Monsters Piet Mondrian Hearts</p>	<p>Visual Artists:</p> <p>Piet Mondrian</p> <p>Websites:</p> <p>Little Blue and Little Yellow https://youtu.be/91ZmDCXlxA</p> <p>Key Vocabulary:</p> <p>Book <u>Monsters Love Color</u></p>

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<p>UEQ:</p> <ul style="list-style-type: none"> How is a shape different from a form? How can I use clay to create a 3-D form? <p>Form:</p> <ol style="list-style-type: none"> Shape vs. Form Clay techniques 	<p>Art Skills:</p> <p>Form:</p> <ol style="list-style-type: none"> Students will explain the difference between shape and form. Students will use correct clay techniques to create a 3-dimensional sculpture-Pinch pot <p>21st Century Skills:</p> <ol style="list-style-type: none"> Creative and Innovate. Use critical thinking and problem solving skills Communicate and collaborate Take initiative and use self-direction Develop social and cross-cultural skills Be productive and accountable. 	<p>Form:</p> <p>LT1. I can make a 3 dimensional form.</p>	<p>Form:</p> <p>5.0.2.2.1 5.0.2.3.1</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: Pinch Pots Lollipops Building with Blocks Tissue Bleed Hearts</p>	<p>Visual Artists: Paul Klee Jim Dine</p> <p>Websites: Art for Kids Hub https://youtu.be/bELgM8aSqLc</p> <p>Key Vocabulary: Sculpture Three Dimensional Flat Shapes Forms</p>

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<p>UEQ: <i>What is space?</i></p> <p>Space Horizon line</p>	<p>Space</p> <p>Students will identify the horizon lines in fine artwork and photographs.</p> <p>21st Century Skills: 1. Creative and Innovate. 2. Use critical thinking and problem solving skills 3. Communicate and collaborate 4. Take initiative and use self-direction 5. Develop social and cross-cultural skills 6. Be productive and accountable.</p>	<p>Space:</p> <p>LT1. I can draw a picture using a horizon line</p>	<p>Space: 5.O.2.3.1</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: Self Portraits with Horizon line</p> <p>Georgia O’Keeffe inspired flowers.</p>	<p>Visual Artists: Georgia O’Keeffe</p> <p>Peter Reynolds <u>Sky Color</u></p> <p>Websites:</p> <p>Key Vocabulary:</p> <p>Horizon Line Details</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <i>o What is texture?</i> <i>o What are some types of texture?</i> <p>Texture Rough, smooth, sharp, dull, soft, fluffy, hard</p>	<p>Texture Students will use texture plates to demonstrate texture in art.</p> <p>21st Century Skills:</p> <ol style="list-style-type: none"> 1. Creative and Innovate. 2. Use critical thinking and problem solving skills 3. Communicate and collaborate 4. Take initiative and use self-direction 5. Develop social and cross-cultural skills 6. Be productive and accountable. 	<p>Texture</p> <p>LT1. I can make a picture showing texture.</p>	<p>Texture: 5.1.2.2.2</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: Texture Rubbings</p> <p>Earth Day Grocery Bags</p> <p>Painted sticks</p>	<p>Visual Artists: Jasper Johns</p> <p>Websites:</p> <p>Key Vocabulary: texture rough smooth bumpy soft hard pointy sharp dull</p>

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UEQ: <i>May is used for project completion and review.</i>				<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: Alphabet Texture rubbings with crayon resist.</p> <p>Black Light Art</p> <p>Found Object Color Wheel</p> <p>Found object Faces</p> <p>Pigeon Paintings</p>	<p>Visual Artists: Mo Willems</p> <p>Websites:</p> <p>Key Vocabulary: Found object art</p>

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<p>UEQ: 1. How do artists get their ideas? 2. How can ideas be represented in artwork through the use of symbols? 3. How do artists use tools and materials safely? 4. How does the venue where artwork is being displayed affect how the artwork looks? 5. Does it look different in a museum and online? 6. How do different artwork represent the same subjects in their artwork differently? 7. What are the reasons that artists make art? Did the reasons change because of time or place?</p>	<p>1. Design multiple ideas for an artwork 2. identify and use symbols when creating art. 3. Demonstrate safe procedures for using materials and tools 4. Describe the choices made during the art making process 5. Prepare artwork for presentation for a particular space. 6. Classify artwork based on different criteria and preferences. 7. List reasons why artists make art.</p>	<p>LT1. I can sketch more than one idea for an artwork LT2. I can tell you who makes art. LT3. I can prepare artworks for presentation. LT4. I can talk about fine artwork. LT5. I can create a title for my artwork.</p>	<p>5.0.2.2.1 5.0.2.2.2 5.0.2.3.1 5.0.2.3.2 5.0.4.7.1 5.0.4.8.1 5.0.3.5.1 5.0.3.6.1 5.0.3.6.2 5.0.5.9.1 5.0.5.10.1</p>	<p>CSA: Create work that shows an understanding of the presented content. CFA: Share ideas, concepts, and evaluation of individual work and the work of others through group discussion. CFA: One on one student conferencing to support lesson goals. CFA: Selection of work for exhibit.</p>	<p>Materials and Mediums: Pencils Washable Markers Oil pastel Watercolor paint Tempera paint Acrylic Paint Air Dry Clay Collage Crayon resist Gel Crayons Stenciling Model Magic Sharpie Markers Playdough Color Crayons Face Stickers Texture Plates Tissue Paper Twistables Wooden Blocks Magnatiles</p>

