

EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p><b>CEO:</b></p> <ul style="list-style-type: none"> <li>o <b>WHAT ARE THE SEVEN ELEMENTS OF ART AND PRINCIPLES OF ART?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>o <i>What is line?</i></li> <li>o <i>What are the types of lines?</i></li> <li>o <i>How does a line used in art and the surrounding world?</i></li> </ul> <p><b>Line</b></p> <ol style="list-style-type: none"> <li>1. Line direction</li> <li>2. Horizontal lines</li> <li>3. Diagonal lines</li> <li>4. Vertical lines</li> </ol>	<p><b>Line</b></p> <ol style="list-style-type: none"> <li>1. I can recognize that there are different types of lines</li> <li>2. I can use some of the following in an artwork: thick/thin, vertical, horizontal, diagonal, zig zag, wavy, bumpy, curved, and broken lines.</li> </ol> <p><b>21st Century Skills: 1.</b></p> <ol style="list-style-type: none"> <li>1. Creative and Innovate.</li> <li>2. Use critical thinking and problem solving skills</li> <li>3. Communicate and collaborate</li> <li>4. Take 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 use a variety of lines in an artwork.</p>	<p><b>Line</b></p> <p><b>5.1.2.2.2</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. Rocket Ships</li> <li>2. Line Pumpkins</li> </ol>	<p><b>Visual Artists:</b></p> <p>Piet Mondrian Wassily Kandinsky Alexander Calder</p> <p><b>Websites:</b></p> <p><a href="http://www.artclassurator.com">www.artclassurator.com</a> (Artworks that show Line)</p> <p><b>Key Vocabulary:</b></p> <p>thick/thin, vertical, horizontal, diagonal, zig zag, wavy, bumpy, curved and broken</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>● <i>What is an organic shape?</i></li> <li>● <i>What is a geometric shape?</i></li> <li>● <i>How can I tell the difference between the types of shapes?</i></li> <li>● <i>Where would I find examples of these shapes in my environment?</i></li> </ul> <p><b>Shape</b></p> <ol style="list-style-type: none"> <li>1. Outlines</li> <li>2. Geometric shapes</li> <li>3. Organic shapes</li> </ol>	<p><b>Shape:</b></p> <ol style="list-style-type: none"> <li>1. Recognize that outlines form shapes.</li> <li>2. Identify complex geometric shapes.</li> <li>3. Identify when a shape is classified as an organic shape</li> </ol> <p><b>21st Century Skills: 1.</b></p> <ol style="list-style-type: none"> <li>1. Creative and Innovate.</li> <li>2. Use critical thinking and problem solving skills</li> <li>3. Communicate and collaborate</li> <li>4. Take 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>LT1. I can distinguish between organic and geometric shapes.</p>	<p><b>Shape</b></p> <p>5.1.2.2.2</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. Henri Matisse goldfish bowl</li> <li>2. Van Gogh sunflowers</li> <li>3. Coral Reefs</li> <li>4. 3D Village</li> <li>5. Color Monsters</li> </ol>	<p><b>Visual Artists:</b></p> <p>Henri Matisse Keith Haring</p> <p><b>Websites:</b></p> <p><a href="http://www.artclasscurator.com">www.artclasscurator.com</a></p> <p><b>Key Vocabulary:</b></p> <p>Organic Shape Geometric Shape</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>• What are the primary colors?</li> <li>• What are the secondary colors and how are they made?</li> <li>• How do you mix primary colors to get secondary colors?</li> </ul> <p><b>A. Element of Color</b></p> <ol style="list-style-type: none"> <li>1. Primary colors</li> <li>2. Secondary colors</li> <li>3. Mixing colors</li> </ol>	<p><b>Art Skills</b></p> <p><b>Color</b></p> <ol style="list-style-type: none"> <li>1. I can recognize that some colors can not be mixed</li> <li>2. I can mix colors to make other colors.</li> <li>3. I use the color wheel as a tool to mix colors.</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Creative and Innovate.</li> <li>2. Use critical thinking and problem solving skills</li> <li>3. Communicate and collaborate</li> <li>4. Take 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 use primary and secondary colors in a work of art.</p>	<p><b>Color</b></p> <p>5.1.2.2.2</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><b>Potential Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Mixed Dots</li> <li>2. Ice cream sundaes</li> </ol>	<p><b>Visual Artists:</b> Henri Matisse</p> <p><b>Websites:</b> <a href="http://www.artclasscurator.com">www.artclasscurator.com</a> Ok Go- Three Primary Colors song <a href="https://youtu.be/yu44JRTIxSQ">https://youtu.be/yu44JRTIxSQ</a></p> <p><b>Key Vocabulary:</b> Primary color secondary color</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>How is a shape different from a form?</li> <li>How can I use clay to create a 3-D form?</li> </ul> <p>Form:</p> <ol style="list-style-type: none"> <li>Shape vs. Form</li> <li>Clay techniques</li> </ol>	<p><b>Form</b></p> <ol style="list-style-type: none"> <li>Explain the difference between shape and form.</li> <li>Use correct clay techniques to create a 3-dimensional sculpture</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>Creative and Innovate.</li> <li>Use critical thinking and problem solving skills</li> <li>Communicate and collaborate</li> <li>Take initiative and use self-direction</li> <li>Develop social and cross-cultural skills</li> <li>Be productive and accountable.</li> </ol>	<p><b>Form</b></p> <p>LTI. I can make a 3 dimensional form.</p>	<p><b>Form</b></p> <p>5.1.2.2.2</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> <ul style="list-style-type: none"> <li>-Texture turtles</li> <li>-Clay Owls</li> <li>-Stuffed fish</li> </ul>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><a href="https://cassiestephens.blogspot.com/2017/05/in-art-room-clay-texture-turtles.html">https://cassiestephens.blogspot.com/2017/05/in-art-room-clay-texture-turtles.html</a></p> <p><b>Key Vocabulary:</b></p> <p>Pinch Pot Slab coil Texture glaze</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>• What is a horizon line?</li> <li>• What does the horizon line separate?</li> <li>• How do artists use horizon lines in their artwork?</li> </ul> <p>Space:</p> <ol style="list-style-type: none"> <li>1. Horizon line</li> <li>2. Horizon line</li> </ol>	<p><b>Space</b></p> <ol style="list-style-type: none"> <li>1. Identify the horizon line in artwork</li> <li>2. describe what a horizon line separates</li> <li>3. Create an artwork that uses the horizon line.</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Creative and Innovate.</li> <li>2. Use critical thinking and problem solving skills</li> <li>3. Communicate and collaborate</li> <li>4. Take 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 draw a picture using a horizon line</p>	<p><b>Space</b></p> <p>5.1.2.2.2</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. Winter Landscapes</li> <li>2. Van Gogh Sunflowers</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><a href="http://www.artclasscurator.com">www.artclasscurator.com</a></p> <p><b>Key Vocabulary:</b></p> <p>Horizon line Foreground Middle Ground Background</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>• What is texture?</li> <li>• What are some words that are used to describe texture?</li> <li>• How do artists create texture in a 2D artwork?</li> <li>• How do artists create texture in a 3d artwork?</li> <li>• What is the difference between actual and visual texture?</li> </ul> <p><b>Texture</b></p> <ol style="list-style-type: none"> <li>1. Create texture</li> <li>2. Types of texture</li> <li>3. Types of texture.</li> </ol>	<p><b>Texture</b></p> <ol style="list-style-type: none"> <li>1. Create texture in my artwork.</li> <li>2. Explain the difference between actual and visual texture</li> <li>3. Describe an object's texture using appropriate adjectives.</li> </ol> <p><b>21st Century Skills: 1.</b></p> <ol style="list-style-type: none"> <li>1. Creative and Innovate.</li> <li>2. Use critical thinking and problem solving skills</li> <li>3. Communicate and collaborate</li> <li>4. Take 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>Texture</b></p> <p>LT1. I can identify the difference between actual and visual texture.</p>	<p><b>Texture</b></p> <p>5.1.2.2.2</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. Texture Turtles</li> <li>2. Clay Owls</li> <li>3. Pet Portraits</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b> actual texture visual texture</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>● What is a pattern?</li> <li>● What elements of art do we use in pattern?</li> <li>● How is pattern used in artwork?</li> </ul> <p><b>Pattern:</b></p> <ol style="list-style-type: none"> <li>1. Types of pattern</li> <li>2. Elements used in pattern</li> </ol>	<p><b>Pattern</b></p> <ol style="list-style-type: none"> <li>1. Can tell the difference between an A,A pattern and an A, B pattern</li> <li>2. Use lines, shapes and colors in a repeating fashion to create patterns</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Creative and Innovate.</li> <li>2. Use critical thinking and problem solving skills</li> <li>3. Communicate and collaborate</li> <li>4. Take 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>Pattern</b></p> <p>LT1. I can use a repeating pattern in my art.</p>	<p><b>Pattern</b></p> <p><b>5.1.2.2.2</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. Hot Air Balloons</li> <li>2. Winter Self Portrait</li> </ol>	<p><b>Visual Artists:</b></p> <p>Paul Cezanne</p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b></p> <p>Repeating pattern          Changing Pattern</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>● <i>What is Balance?</i></li> <li>● <i>What makes something symmetrical?</i></li> <li>● <i>Where do we find things that have symmetry?</i></li> <li>● <i>How can we use symmetry in art?</i></li> </ul> <p><b>Balance:</b></p> <ol style="list-style-type: none"> <li>1. <i>Line Symmetry</i></li> <li>2. <i>Line symmetry</i></li> </ol>	<p><b>Balance:</b></p> <ol style="list-style-type: none"> <li>1. Identify when something has bi-lateral line symmetry.</li> <li>2. Create an artwork that uses symmetry.</li> </ol> <p><b>21st Century Skills:</b></p> <ol style="list-style-type: none"> <li>1. Creative and Innovate.</li> <li>2. Use critical thinking and problem solving skills</li> <li>3. Communicate and collaborate</li> <li>4. Take 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 complete an artwork that uses symmetry.</p>	<p><b>Balance</b></p> <p><b>5.1.2.2.2</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. Blotto bugs</li> <li>2. Symmetrical tigers</li> <li>3. Self portraits</li> <li>4. Symmetry insects</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b>  <a href="http://www.artclasscurator.com">www.artclasscurator.com</a></p> <p><b>Key Vocabulary:</b>      bi-lateral symmetry</p>



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<p>UEQ:  <i>May is used for project completion and review.</i></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>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b></p>

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<p><b>UEQ:</b></p> <ol style="list-style-type: none"> <li>How do artists get their ideas?</li> <li>How can ideas be represented in artwork through the use of symbols?</li> <li>How do artists use tools and materials safely?</li> <li>How does the venue where artwork is being displayed affect how the artwork looks?</li> <li>Does art differ in a museum and online?</li> <li>How do different artworks represent the same subjects in their artwork differently?</li> <li>What are the reasons that artists make art? Did the reasons change because of time or place?</li> </ol>	<ol style="list-style-type: none"> <li>Design multiple ideas for an artwork</li> <li>Identify and use symbols when creating art.</li> <li>Demonstrate safe procedures for using materials and tools</li> <li>Describe the choices made during the art making process</li> <li>Prepare artwork for presentation for a particular space.</li> <li>Classify artwork based on different criteria and preferences.</li> <li>List reasons why artists make art.</li> </ol>	<p>LT1. I can sketch more than one idea for an artwork</p> <p>LT2. I can create an artwork that uses symbols to represent a thing or idea</p> <p>LT3. I can prepare artworks for presentation.</p> <p>LT4. I can compare artworks and identify similarities and differences.</p> <p>LT5. I can describe why I make art.</p>	<p>5.1.2.2.1</p> <p>5.1.2.3.1</p> <p>5.1.3.6.2</p> <p>5.1.4.8.2</p> <p>5.1.5.10.1</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>Color monsters</li> </ol>	<p><b>Materials and Mediums:</b></p> <p>Pencil drawing Chalk pastel Oil pastel Printmaking Watercolor paint Tempera paint Clay Glaze Collage Crayon resist</p>

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