

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. Describe an expressive line</li> <li>2. Name a variety of lines.</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>Line</b></p> <p>LT1. I can use a variety of lines in an artwork.</p>	<p><b>Line</b></p> <p><b>5.3.2.2.2</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. Zentangle</li> <li>2. Self-portrait</li> <li>3. Rousseau jungles</li> <li>4. Jen Aryani Landscape</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><a href="http://www.artclasscurator.com">www.artclasscurator.com</a> (Artworks that show Line)</p> <p><b>Key Vocabulary:</b></p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>o What is a geometric shape?</li> <li>o <i>How are organic and geometric shapes different?</i></li> <li>o <i>Where do you find organic and geometric shapes?</i></li> <li>o <i>Where do you find organic and geometric shapes?</i></li> </ul> <p>Shape</p> <ol style="list-style-type: none"> <li>1. Shape</li> <li>2. Types of shape</li> <li>3. Types of shapes</li> <li>4. Creation</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. Describe complex organic shapes.</li> <li>4. Create artwork that uses both geometric and organic shapes.</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>Shape</b></p> <p>LT1. I can create a piece of art that uses geometric and organic shapes.</p>	<p><b>Shape</b></p> <p><b>5.3.2.2.2</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. Rousseau jungles</li> <li>2. Matisse collage</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b> Organic Shape Geometric Shape</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>● <i>What is the color wheel?</i></li> <li>● <i>What are primary, secondary and intermediate colors?</i></li> <li>● <i>What are warm colors?</i></li> <li>● <i>What are cool colors?</i></li> <li>● <i>Where do we see color in our surroundings?</i></li> <li>● <i>What are tints and shades?</i></li> </ul> <p>Color</p> <ol style="list-style-type: none"> <li>1. Color wheel and types of color</li> <li>3. Warm color</li> <li>4. Cool colors</li> <li>5. Cool Schemes</li> <li>6. Color Schemes</li> </ol>	<p><b>Color</b></p> <ol style="list-style-type: none"> <li>1. Identify primary, secondary and intermediate colors on the color wheel.</li> <li>2. Select the warm colors in a piece of fine artwork.</li> <li>3. Select the cool colors in a piece of fine artwork.</li> <li>4. Identify a piece of artwork that has a monochromatic color scheme</li> <li>5. Identify a piece of artwork that has a complimentary color scheme</li> </ol> <p><b>21st Century Skills: 1.</b> Creative and Innovate.</p> <ol style="list-style-type: none"> <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 warm and cool colors in a work of art.</p> <p>LT2. I can identify and describe monochromatic color schemes.</p> <p>LT3. I can identify and describe complementary color schemes.</p>	<p><b>Color</b> <b>5.3.2.2.2</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><b>Potential Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Underwater ocean scenes</li> <li>2. Blue Willow pottery</li> <li>3. Warm/Cool fall leaves</li> <li>4. Winter landscapes</li> <li>5. Positive/Negative Shape Kaleidoscope</li> <li>6. Sun/water</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b> Color wheel Primary Colors Secondary Colors Tints and Shades Color Schemes Warm colors Cool colors</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>● <i>What is Form?</i></li> <li>● <i>What is the difference between Geometric and Organic?</i></li> <li>● <i>What are animal and people forms?</i></li> <li>● <i>Where do we see form in the world?</i></li> </ul> <p>Form</p> <ol style="list-style-type: none"> <li>1. Shape vs. Form</li> <li>2. Types of Form</li> <li>3. Types of Form</li> </ol>	<p><b>Form</b></p> <ol style="list-style-type: none"> <li>1. Explain the difference between shape and form.</li> <li>2. Identify geometric forms</li> <li>3. Identify organic forms</li> <li>4. Recognize form in art/world examples</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>Form</b></p> <p>LTI. I can create an additive sculpture.</p>	<p><b>Form</b></p> <p><b>5.3.2.2.2</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. Clay roses</li> <li>2. Clay cupcakes</li> <li>3. Claycrete masks</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b> Pinch pot Coil pot score and slip</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>● <i>What is Space?</i></li> <li>● How can I tell whether space is positive or negative in an artwork?</li> <li>● Why is space important to an artwork?</li> <li>● <i>What is Depth?</i></li> <li>● How do artists use depth in their artwork?</li> </ul> <p>Space</p> <ol style="list-style-type: none"> <li>1. Positive space</li> <li>2. Negative space</li> <li>3. Depth</li> </ol>	<p><b>Space</b></p> <ol style="list-style-type: none"> <li>1. Identify positive space</li> <li>2. Identify negative space</li> <li>3. Describe ways the artists create depth in their artwork.</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 recognize positive and negative space in an artwork.</p> <p>LT2. I can create an artwork that uses positive and negative space.</p>	<p><b>Space</b> <b>5.3.2.2.2</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. Face/Vase</li> <li>2. Notan</li> <li>3. Positive/neg space kaleidoscope</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b> Positive Space Negative Space Overlapping Foreground Background</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>● What is Balance?</li> <li>● How do symmetrical and asymmetrical balance compare?</li> <li>● What is Texture?</li> <li>● What are some words that are used to describe texture?</li> <li>● How do you create texture in a 2D artwork?</li> <li>● How do you create texture in a 3D artwork?</li> </ul> <p>Balance</p> <ol style="list-style-type: none"> <li>1. Types of balance</li> <li>2. Assymetrical balance</li> </ol> <p>Texture</p> <ol style="list-style-type: none"> <li>1. Visual texture</li> <li>2. Tactile texture</li> </ol>	<p><b>Balance</b></p> <ol style="list-style-type: none"> <li>1. Identify symmetry and asymmetry</li> <li>2. Recognize approximate symmetry</li> <li>4. Identify balance in fine art work examples.</li> </ol> <p><b>Texture</b></p> <ol style="list-style-type: none"> <li>1. Define Visual Texture</li> <li>2. Describe Tactile Texture</li> <li>3. Identify textures in fine art work examples.</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>Balance and Texture:</b></p> <p>LT1. I can apply asymmetrical balance in an artwork.</p> <p>LT2: I can apply a texture to a form.</p>	<p><b>Balance and Texture:</b> 5.3.2.2.2</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. Rousseau jungles</li> <li>2. Fall Leaves</li> <li>3. Toucans</li> <li>4. Winter landscape</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b></p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>● What is Pattern?</li> <li>● What is a Symbol?</li> <li>● How do different cultures use patterns and symbols in their artwork?</li> <li>● How do the indigenous cultures of MN use pattern and symbols in their artistic traditions?</li> </ul> <p>Culture</p> <ol style="list-style-type: none"> <li>1. Pattern</li> <li>2. Symbols</li> <li>3. Variety</li> </ol>	<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Recognize a regular pattern</li> <li>2. Identify an alternating pattern</li> <li>3. Identify a variety of patterns in fine art examples.</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>Culture</b></p> <p>LT1. I can identify characteristics used in MN Native American artwork.</p>	<p><b>Culture and Connect: 5.3.5.10.1</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. Yarn Loom Weaving</li> <li>2. Paste Paper Weaving</li> </ol>	<p><b>Visual Artists:</b> Norval Morriseau</p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b> Pattern Symbol Weaving</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <li>● <i>What is harmony?</i></li> <li>● How do artists use the elements of art to create harmony in their artwork?</li> <li>● <i>What is emphasis?</i></li> <li>● <i>Wh</i></li> </ul>	<p><b>Harmony</b>            1. Describe how to create harmony by using color and shape.  <b>Emphasis</b>            1. Identify emphasis using contrast in fine artwork.</p> <p><b>21st Century Skills:</b>            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><b>Emphasis</b></p> <p>LT1. I can revise my work after getting feedback.</p> <p>LT2. I can describe what part of my artwork has emphasis.</p>	<p><b>Emphasis</b></p> <p><b>5.3.2.2.2</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. Zentangle Animals</li> <li>2. Underwater self portraits</li> <li>3. Flashlight Artwork</li> </ol>	<p><b>Visual Artists:</b></p> <p><b>Websites:</b></p> <p><b>Key Vocabulary:</b>            Emphasis            Harmony            Critique</p>



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<p>UEQ:  <i>May is used for project completion and review.</i></p>	<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>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> <p>1. How do artists and designers care for and maintain materials, tools, equipment, and studio space?</p> <p>2. How do artists choose the spaces to display their art?</p> <p>3. Why do artists create artwork for a portfolio or collection?</p> <p>4. How are objects, artifacts, and artworks valued differently in other cultures.</p> <p>6. How do artists use their artwork to help convey a message.</p> <p>7. What criteria do we use when we evaluate art?</p> <p>8. How do artists represent the human form? How has that changed through time?</p>	<p>Art Skills:</p> <ol style="list-style-type: none"> <li>1. Use materials properly and safely.</li> <li>2. Display your artwork for an audience.</li> <li>3. Create multiple artworks that become your body of work.</li> <li>4. Compare and contrast artwork from different times and places</li> <li>5.</li> <li>6. Establish a criteria to evaluate artwork</li> <li>7. Compare and contrast artwork of the human form from different times.</li> </ol> <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>5.3.2.3.2 5.3.3.5.1 5.3.3.6.1 5.3.3.6.2 5.3.4.8.1 5.3.4.8.2 5.3.5.9.1</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><b>Materials and Mediums:</b></p> <p>Pencil drawing Chalk pastel Oil pastel Printmaking Watercolor paint Tempera paint Clay Glaze Collage Crayon resist</p>

Updated 5/14/2020