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# Knob Noster R-VIII School District

We exist to empower learning through success for every student.

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## Visual Arts Curriculum

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[5th Grade Year At-A-Glance:](#)

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[Create texture or surface quality using any drawing media](#)

[Mix a variety of hues to create new colors. Apply layers of watercolor paint from lightest to darkest colors. Using tempera paints, produce a sharp, clear edge between areas of colors](#)

[Demonstrate a subtractive printmaking process \(e.g., Styrofoam, linoleum, wood, eraser\) to produce multiple images](#)

[Combine simple forms to create a complex object/form \(in-the-round\) Use paper joining techniques such as tabs and slits Modeling with clay or a similar material:Build a form using a coil techniques](#)

[6th Grade Year At-A-Glance:](#)

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[Use pencil or marker to draw a continuous line that describes an object from observation](#)

[Using opaque paint, overlap brush strokes to create a smooth and even area of color](#)

[Demonstrate a printmaking process \(e.g., monoprint, collagraph, string print\) Manipulate fibers \(e.g., threading needles, tying simple knots, sewing, wrapping, weaving, beading\)](#)

[Create a relief artwork by joining two or more surfaces \(e.g., natural or manufactured clays, paper pulp, cardboard, found materials\)](#)

[Create different types of lines using general software \\*General software refers to a program like Microsoft Word, which has paint tools/Any digital medium](#)

[7th Grade Year At-A-Glance:](#)

[7th Grade](#)

[Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/ implied texture](#)

[Use a variety of brush strokes to create various textures](#)

[Demonstrate a type of relief block printmaking Demonstrate the process used in one type of fiber arts \(e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts\)](#)

[Create an in-the-round artwork by joining two or more surfaces using a layering material \(e.g., papier mache, paper, plaster craft, cardboard, fibers\)](#)

[Create different types of shapes using general software\\*General software refers to a program like Microsoft Word, which has paint tools/Any digital medium](#)

[8th Grade Year At-A-Glance:](#)

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[Create even, continuous, and graduated tones using pencil or colored pencil](#)

[Create a variety of colors, tints, and shades by mixing pigments](#)



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[Demonstrate a printmaking process using a variety of ink colors](#) [Create a simple fiber artwork \(e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts\)](#)

[Create a three-dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks](#) [Modeling with clay or a similar material: Create a three-dimensional artwork demonstrating appropriate joining](#)

[Create different types of shapes using general software\\*General software refers to a program like Microsoft Word, which has paint tools/Any digital medium](#)

### [HS Art I Year At-A-Glance:](#)

#### [Art I](#)

[Drawing 1. TSW be able to create at least four smoothly graded values using multiple mediums.](#)

[Non-Traditional Drawing Methods: Scratchboard 1. TSW be able to create at least four smoothly graded values using multiple mediums.](#)

[Watercolor: Celtic Knot Work 1. TSW be able to create at least four smoothly graded values using multiple mediums.](#)

[Watercolor: Celtic Knot Work 3. TSW develop a strong understanding of color theory.](#)

[Abstract Plaster Sculpture 2. TSW begin to develop an understanding for what is art and apply appropriate terminology though the proper critiquing process.](#)

[Perspective 4. TSW develop a strong understanding of one and two point perspective though the study of still-life's and architecture.](#)

[Perspective 1. TSW be able to create at least four smoothly graded values using multiple mediums.](#)

[Color Theory 3. TSW develop a strong understanding of color theory.](#)

[Color Theory 1. TSW be able to create at least four smoothly graded values using multiple mediums.](#)

[Pencil Morphing 3. TSW develop a strong understanding of color theory.](#)

[Pencil Morphing 1. TSW be able to create at least four smoothly graded values using multiple mediums.](#)

[Self Portraits 5. TSW begin to develop a solid understanding of human facial proportions through the study of portraiture throughout history.](#)

[Self Portraits 1. TSW be able to create at least four smoothly graded values using multiple mediums.](#)

[Greek Architecture 1. TSW be able to create at least four smoothly graded values using multiple mediums.](#)

[Greek Architecture 4. TSW develop a strong understanding of one and two point perspective though the study of still-life's and architecture.](#)

### [HS Art II Year At-A-Glance:](#)

#### [Art II](#)

[Drawing Technique: Stippling](#)

[TSW be able to create at least seven smoothly graded values though the use of multiple mediums.](#)

[TSW demonstrate proper hand building techniques though ceramics and sculpture in the round.](#)

[TSW demonstrate accurate use of multiple watercolor techniques while applying knowledge of color theory.](#)

[Digital Cartoon Character](#)

[TSW engage in creating digital works of art through the study of graphic design and comparing and contrasting works of art from different time periods.](#)

[Artist Study](#)

[HC1A: Identify artworks from the following: • Cubism • American Regionalism • Abstract Expressionism • Native American • Latino • Asia](#)

[Printmaking](#)

[PP1D: Demonstrate one printmaking process \(e.g., monoprint, collagraph, stamp, reduction relief block, lithographs, etchings, serigraph](#)

[Create an edition](#)

[Nature Study with Prisma Colors:](#)

[PP1A: Create a range of 7 smoothly graduated values through varied pressure](#)



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[Blend values/colors to create new values/colors](#)

[Combine a change in value/color with texture](#)

[Create a range of 4 graduated values using hatching, crosshatching, and stippling techniques](#)

[Use an eraser as a tool to change a value](#)

[Label Design:](#)

[PP1C: Create or modify an image using art software](#)

[\\*Art software refers to a program such as Adobe Photoshop](#)

[HS Art III Year At-A-Glance:](#)

### [Art III](#)

[PP2A: Create a mixed media sculpture using a variety of processes and techniques](#)

[Create a functional ceramic piece on the potter's wheel](#)

[Demonstrate production of a symmetrical form \(e.g., cylinder, bowl, or cup\)](#)

[Demonstrate use of an alternative decorative finish \(e.g., sgraffito, slip painting, incising, or Mishima\)](#)

[Combine subject matter in original artworks to communicate ideas \(e.g., figure](#)

[HC1A:](#)

[Identify artworks from the following:](#)

[German Expressionism](#)

[Surrealism](#)

[Photo-realism](#)

[Post-Modern](#)

[PP1C: Create expressive/](#)

[symbolic art using art software](#)

[\\*Art software refers to a program such as Adobe Photoshop](#)

[HS Art IV Year At-A-Glance:](#)

### [Art IV](#)

[Challenge Based Learning: Contribution to School Improvement](#)

[HC1B: Describe the evolution of an artist's body of work over time](#)

[Explain an artist's place in historical context](#)

[HC1A: Select and research periods/movements of art that align with portfolio development](#)





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dragging, not pushing motion													
PP2.A - 3D Art Use glue with control.		I	R	M						R	R	R	R
Fold paper and identify folded edge.	I	R	R	R	R	M							
Modeling with clay or a similar material: Pinch, pull, and roll material	I	R	R	R	R	R	R	M		R/M	R/M	R/M	R/M
EP1.E - Color Theory: Identify and use primary colors	I	R	M							I/R	R/M	R/M	R/M
PP1.A - Drawing: Fill an area with solid color/value using crayon, pencil, or marker	I	R	R	R	R	R	R	M	R	R	R	R	R
AP2.A - Art Perceptions: Identify the following in artworks: Lines, Shapes, Colors, Patterns	I	R	R	M									
<b>2nd Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Art 1</b>	<b>Art 2</b>	<b>Art 3</b>	<b>Art 4</b>
PP1.B - Painting: Paint lines with control of the brush	I	R	R	R	R	M	R			I/R	I/R	R/M	R/M
Clean paint brush before changing colors	I	R	R	M	R	R				R	R	M	M
Mix two colors to create a third color	I	R	R	R	R	M							
PP2.A - 3D Art Manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)			I	R, M	M								
EP1.E - Color Theory : Identify and		I, R	M	R						I/R	R/M		



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use secondary colors													
PP1.A - Drawing: Change pressure to create two values using crayon or pencil	I	R	M	R	R								
AP2.A - Art Perceptions : Identify the following in artworks: Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of colors		I	R,M	R	R								
<b>3rd Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Art 1</b>	<b>Art 2</b>	<b>Art 3</b>	<b>Art 4</b>
PP1.B - Painting: Apply paint in even strokes to create a watercolor/thinned tempera wash.	I	R	R	R, M	R					I/	R/M	M	M
Paint lines and fill in shapes with even color using tempera	I	R	R	M	R					I/R	M		
PP2.A - 3D Art Manipulate paper to create forms (in-the-round).	I	R	R	M									
Cut symmetrical shape from a folded piece of paper.	I	R	R	M									
Modeling with clay or a similar material: Create applied and impressed textures.	I	R	R	M							I/R	M	
EP1.E - Color Theory: Identify and use warm and cool colors				I,M						R			
PP1.A - Drawing: Layer two or more colors using crayon, colored pencil, or oil pastel	I	R	R	M						I/R	M		





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AP2.A - Art Perceptions: Identify the following in artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/ variety of sizes	I	R	R	R	R	M					I/R	M		
<b>4th Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Art 1</b>	<b>Art 2</b>	<b>Art 3</b>	<b>Art 4</b>	
PP1.B - Painting: Apply watercolor paint to wet areas to blend color (wet-on-wet technique)  Using tempera paints, add color to white to create a tint  Using tempera paints, add black to a color create a shade	I  I  I	R  I  R	R  R  R	R  R  R	M  M  M						I/R	M		
PP2.A - 3D Art Build or layer materials to create a relief.  Apply a variety of paper folding techniques.  Modeling with clay or a similar material; make organic forms.	I  I  I	R  R  R	R  R  R	R  R  R	M  M  R, M						I/R	M		
EP1.E - Color Theory: Identify and use tints and shades		I	R	R	M						I/R	M		
PP1.A - Drawing: Create light, medium, and dark values using pencil		I	R	R	M						R/M	R/M		
AP2.A - Art Perceptions: Describe the use of the following in artworks: Outlines, Organic shapes, Organic	I	R	R	R	M						I/R	R/M	R/M	M



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forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions													
<b>5th Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Art 1</b>	<b>Art 2</b>	<b>Art 3</b>	<b>Art 4</b>
Create texture or surface quality using any drawing media						R/I				I/R	R/M	R/M	R/M1
Mix a variety of hues to create new colors. Apply layers of watercolor paint from lightest to darkest colors. Using tempera paints, produce a sharp, clear edge between areas of colors						R/I				I/R	I/R	R/M	R/M
Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images						I					I/R		
Combine simple forms to create a complex object/form (in-the-round) Use paper joining techniques such as tabs and slits Modeling with clay or a similar material:Build a form using a coil techniques						R/I							
<b>6th Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Art 1</b>	<b>Art 2</b>	<b>Art 3</b>	<b>Art 4</b>
Use pencil or marker to draw a continuous line that describes an object from observation							R/I						
Using opaque paint, overlap brush strokes to create a smooth and even area of color							R						
Demonstrate a printmaking process (e.g., monoprint, collagraph, string							I						



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print) Manipulate fibers (e.g., threading needles, tying simple knots, sewing, wrapping, weaving, beading)													
Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)							r						
Create different types of lines using general software *General software refers to a program like Microsoft Word, which has paint tools/Any digital medium							R/I						
<b>7th Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Art 1</b>	<b>Art 2</b>	<b>Art 3</b>	<b>Art 4</b>
Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/ implied texture								R					
Use a variety of brush strokes to create various textures								R					
Demonstrate a type of relief block printmaking Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)								I					
Create an in-the-round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plaster craft, cardboard, fibers)								R/I					
Create different types of shapes using general software*General software refers to a program like Microsoft Word, which has paint tools/Any								R					



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<u>8th Grade</u>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Art 1</b>	<b>Art 2</b>	<b>Art 3</b>	<b>Art 4</b>
Create even, continuous, and graduated tones using pencil or colored pencil									R/I				
Create a variety of colors, tints, and shades by mixing pigments									R				
Demonstrate a printmaking process using a variety of ink colors Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)									I				
Create a three-dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks Modeling with clay or a similar material:Create a three-dimensional artwork demonstrating appropriate joining									I				
Create different types of shapes using general software*General software refers to a program like Microsoft Word, which has paint tools/Any digital medium									R/I				
<u>HS Art I</u>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Art 1</b>	<b>Art 2</b>	<b>Art 3</b>	<b>Art 4</b>
Drawing 1. TSW be able to create at least four smoothly graded values using multiple mediums.										I/R			



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Non-Traditional Drawing Methods: Scratchboard 1. TSW be able to create at least four smoothly graded values using multiple mediums.										I			
Watercolor: Celtic Knot Work 1. TSW be able to create at least four smoothly graded values using multiple mediums. Watercolor: Celtic Knot Work 3. TSW develop a strong understanding of color theory.										I			
Abstract Plaster Sculpture 2. TSW begin to develop an understanding for what is art and apply appropriate terminology though the proper critiquing process.										R			
Perspective 4. TSW develop a strong understanding of one and two point perspective though the study of still-life's and architecture.  Perspective 1. TSW be able to create at least four smoothly graded values using multiple mediums.										R			
Color Theory 3. TSW develop a strong understanding of color theory.  Color Theory 1. TSW be able to create at least four smoothly graded values using multiple mediums.										M			
Pencil Morphing 3. TSW develop a strong understanding of color theory.  Pencil Morphing 1. TSW be able to create at least four smoothly graded values using multiple mediums.										M			



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Self Portraits 5. TSW begin to develop a solid understanding of human facial proportions through the study of portraiture throughout history.  Self Portraits 1. TSW be able to create at least four smoothly graded values using multiple mediums.											I			
Greek Architecture 1. TSW be able to create at least four smoothly graded values using multiple mediums. Greek Architecture 4. TSW develop a strong understanding of one and two point perspective through the study of still-life's and architecture.											M			
<b>HS Art II</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Art 1</b>	<b>Art 2</b>	<b>Art 3</b>	<b>Art 4</b>	
TSW be able to create at least seven smoothly graded values through the use of multiple mediums.											M			
TSW engage in creating digital works of art through the study of graphic design and comparing and contrasting works of art from different time periods.											O			
TSW demonstrate proper hand building techniques through ceramics and sculpture in the round.											R			
TSW demonstrate accurate use of multiple watercolor techniques while apply knowledge of color theory.											M			
TSW use proper printmaking techniques and terminology while demonstrating accurate two point											R			





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TSW begin portfolio building in preparation of college and career readiness.													R/M
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I – Introduce R – Reinforce M – Mastery O – Optional for grade level

<u>Visual Arts Standards K-5</u>	K	1	2	3	4	5
Strand I: PP 1A. Drawing	Produce a line using crayon, pencil and marker.	Fill an area with solid color/value using crayon, pencil or marker	Change pressure to create two values using crayon or pencil.	Layer two or more colors using crayons, colored pencils or oil pastel	Create light, medium, and dark values using pencil	Create texture or surface quality using any drawing
Strand III: AP 2A. Art Criticism	Identify the subject of artworks	Identify the following in artworks: lines, shapes, colors patterns	Identify the following in artworks: Geometric shapes, geometric forms, foreground and background, real textures, contrast/ variety of colors	Identify the following in artworks: warm/ cool colors, symmetrical balance, invented textures, horizontal, diagonal, and vertical lines, contrast/ variety of sizes	Describe the use of the following in artworks: outlines, organic shapes, organic forms, tints and shades, values positive and negative space, radial balance, center of interest, focal point, contrast/ variety of values, complex patterns, facial proportions	Describe the use of the following in artworks: Contour lines, symbolic shapes, illusion of form, Implied/simulated textures, intermediate and neutral colors, asymmetrical balance contrast, variety of textures, perspective: change in size, point of view
EP1E: Color Theory	Identify and use color	Identify and use primary color	Identify and use secondary colors	identify and use warm and cool colors	Identify and use tints and shades	Identify and use intermediate and neutral colors Identify the arrangement of colors on a color wheel
PP2A 3D ART	Uses scissors with control. Modeling with clay or a similar material: Create a sphere	I can use glue with control with little or no assistance. I can fold paper and identify folded edge Modeling with clay or a similar material:	I can manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting) I can model with clay or a similar material:	Manipulate paper to create forms (in-the-round). Cut symmetrical shape from a folded piece of paper. Modeling with clay or a	Build or layer materials to create a relief. Apply a variety of paper folding techniques.	Combine simple forms to create a complex object/form (in the-round) Use paper joining techniques such as tabs and slits Modeling with clay or a





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		Pinch, pull, and roll material	I can roll coils: flatten material into a slab	similar material: Create applied and impressed textures.	Modeling with clay or a similar material; make organic forms.	similar material: Build a form using a coil techniques
AP2A Art Criticism	Identify the subject of artwork	Identify the following in artworks: Lines, Shapes, Colors, Patterns	I can identify the following in artworks: Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of color	Identify the following in artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/ variety of sizes	Describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions	Describe the use of the following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/ simulated textures, Intermediate and Neutral colors, Asymmetrical Balance, Contrast /variety of textures, Perspective: change in size, Point of view

<u>Visual Arts Standards 6-12</u>	6	7	8	Art 1	Art 2	Art 3	Art 4
Strand I: PP 1A. Drawing	Using pencil or marker to draw a continuous line that describes an object from observation	Use a variety of media such as pencil, pastels, color sticks/markers to create simulated/implied texture	Create even, continuous, and graduated tones using pencil or colored pencil	Create smooth, continuous value through even pressure Create a range of 4 smoothly graduated values through va	Create a range of 7 smoothly graduated values through varied pressure.	Create a range of 10 smoothly graduated values through varied pressure	Select and apply drawing media and techniques that demonstrate • sensitivity and subtlety in use of media • engagement with experimentation and/or risk taking • informed decision making
Strand III: AP 2A. Art Criticism	Identify the type of artwork (e.g., painting, drawing, print, sculpture) Identify and explain symbolism or message	Select an aesthetic theory and explain why it best fits the artwork: Showing a real or idealized image of life (Imitationalism);	Interpret the meaning of work Judge the work from each aesthetic theory: Showing a real or idealized image of life	Within one work of art: Describe, Analyze, Interpret, Judge	Compare and contrast two works of art: Describe, Analyze, Interpret, Judge	Compare and contrast student artwork with professional artworks or masterpieces:	Use the following process with a body of work (portfolio) Describe, Analyze, Interpret, Judge



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	communicated in an artwork Match the artwork with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)	Expressing feelings (Emotionalism/Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)	(Imitationalism; Expressing feelings (Emotionalism/Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)			Describe, Analyze, Interpret, Judge	
EP1E: Color Theory	Identify and use monochromatic colors	Identify and use analogous colors	Identify and use complementary colors	Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)	Identify and use color theory including color intensity and split complementary color scheme Identify and use local color	Identify and use arbitrary color and symbolic color	Use color expressively to communicate ideas
PP2A 3D ART	Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)	Create an in-the round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plaster craft, cardboard, fibers)	Create a three dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially produced carving blocks Modeling	Create a sculpture by layering and adhering material or objects (e.g., natural or manufactured clays, paper, board, plaster craft, papier mache, assemblage) Create ceramics using a hand-building process (e.g., pinch, coil,	Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product Demonstrate consistent glaze application	Create a mixed media sculpture using a variety of processes and techniques Create a functional ceramic piece on the potter's wheel Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup)	Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate: sensitivity and subtlety in use of media engagement with experimentation and/or risk taking



**Visual Arts Curriculum**

			with clay or a similar material: Create a three dimensional artwork demonstrating appropriate joining	slab); joining techniques, and a uniform thickness		Demonstrate use of an alternative decorative finish (e.g., sgraffito, slip painting, incising, or Mishima)	informed decision-making
AP2A Art Criticism	Identify the type of artwork (e.g., painting, drawing, print, sculpture) Identify and explain symbolism or message communicated in an artwork	Describe the artwork and subject matter Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks	Describe artwork in detail Analyze the use of elements and principles used in artworks	Describe, Analyze, Interpret, Judge Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Expressionism) Emphasis on elements and principles (Formalism) Serving a purpose in the society or culture (Functionalism)	Compare and contrast two artwork Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Expressionism) Emphasis on elements and principles (Formalism) Serving a purpose in the society or culture (Functionalism)	Compare and contrast student artwork with professional artworks or masterpieces: Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Expressionism) Emphasis on elements and principles (Formalism) Serving a purpose in the society or culture (Functionalism)	Use the following process with a body of work (portfolio) Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Expressionism) Emphasis on elements and principles (Formalism) Serving a purpose in the society or culture (Functionalism)

*I – Introduce*

*R – Reinforce*

*M – Mastery*

*o – Optional for grade level*



**Visual Arts Curriculum**

**KG Year At-A-Glance:**

<b>Quarter 1</b>	<b>Quarter 2</b>
<ul style="list-style-type: none"><li>• Drawing, Shapes and Lines</li></ul>	<ul style="list-style-type: none"><li>• Painting and Color Theory</li></ul>
<b>Quarter 3</b>	<b>Quarter 4</b>
<ul style="list-style-type: none"><li>• 3D art</li></ul>	<ul style="list-style-type: none"><li>• Art Perceptions</li></ul>

**KG**

Last Revised (Date & Name):  
S. Willard, E. Boston - November 2018

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Targets: I can

Assessment Methods:

Instructional Activities & Assignments



## Visual Arts Curriculum

PP1.B - Painting	None	<ul style="list-style-type: none"><li>I can Apply paint with a dragging, not pushing motion.</li></ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary painting</li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">Peer-critique</a></li><li>Teacher observation</li></ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Line Painting: PowerPoint</a></li><li><a href="#">Portrait Paintings</a></li><li><a href="#">Landscape Paintings</a></li></ul>
PP2.A - 3D Art	None	<ul style="list-style-type: none"><li>I can use scissors with control.</li><li>I can modeling with clay or a similar material: Create a sphere</li></ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary artwork</li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">Peer-critique</a></li><li>Teacher observation</li></ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li><li></li></ul>	<ul style="list-style-type: none"><li><a href="#">Clay beads</a></li><li><a href="#">Paper bag trees</a></li><li><a href="#">Collage animals</a></li><li><a href="#">Collage landscapes: PowerPoint</a></li><li><a href="#">Collage portraits: PowerPoint</a></li></ul>
EP1.E - Color Theory	None	<ul style="list-style-type: none"><li>I can identify and use color</li></ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary artwork</li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">Peer-critique</a></li><li>Teacher observation</li></ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Roy G. Biv rainbow blend</a></li><li><a href="#">Roy G. Biv collage rainbow: PowerPoint</a></li><li><a href="#">Color Wheel Project</a></li></ul>



## Visual Arts Curriculum

PP1.A - Drawing	None	<ul style="list-style-type: none"> <li>I can produce a line using crayon, pencil, or marker</li> </ul>	Pre-assessment: <ul style="list-style-type: none"> <li><a href="#">Vocab test</a></li> <li>Preliminary drawing</li> </ul> Formative Assessment: <ul style="list-style-type: none"> <li><a href="#">Self-critique</a></li> <li><a href="#">Peer-critique</a></li> <li>Teacher observation</li> </ul> Summative Assessment: <ul style="list-style-type: none"> <li><a href="#">Rubric</a></li> <li><a href="#">self-critique</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Non-objective Drawing</a></li> <li><a href="#">Landscape Drawings</a></li> <li><a href="#">Animals and shapes</a></li> <li></li> </ul>
AP2.A - Art Perceptions	None	<ul style="list-style-type: none"> <li>I can identify the subject of artworks</li> </ul>	Pre-assessment: <ul style="list-style-type: none"> <li><a href="#">Vocab test</a></li> </ul> Formative Assessment: <ul style="list-style-type: none"> <li><a href="#">VTS group discussion</a></li> </ul> Summative Assessment: <ul style="list-style-type: none"> <li><a href="#">Rubric</a></li> <li><a href="#">self-critique</a></li> </ul>	<ul style="list-style-type: none"> <li>VTS model through every unit when discussing art</li> <li>Annual art show</li> <li>Portfolios reviews and critiques of student work from throughout the year</li> </ul>

### 1st Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Painting and Color Theory</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>3D Art</li> </ul>	<ul style="list-style-type: none"> <li>Art Perceptions</li> </ul>

<h2 style="margin: 0;">1st Grade</h2>			Last Revised (Date & Name): S. Willard, E. Boston - November 2018	
			Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:



## Visual Arts Curriculum

PP1.B - Painting	None	<ul style="list-style-type: none"><li>I can apply paint with a dragging, not pushing motion</li></ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary drawing</li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">Peer-critique</a></li><li>Teacher observation</li></ul> <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Miro Monsters</a></li><li><a href="#">Tints &amp; Shades: PowerPoint</a></li><li><a href="#">Flowers</a></li></ul>
PP2.A - 3D Art	<p>I can use scissors with control.</p> <p>I can modeling with clay or a similar material: Create a sphere</p>	<ul style="list-style-type: none"><li>I can use glue with control.</li><li>I can fold paper and identify folded edge</li><li>I can model with clay or a similar material: Pinch, pull, and roll material</li></ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary drawing</li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">Peer-critique</a></li><li>Teacher observation</li></ul> <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Clay pots</a></li><li><a href="#">Chinese Zodiac: PowerPoint</a></li><li><a href="#">Origami animals</a></li></ul>
EP1.E - Color Theory	Identify and use color	<ul style="list-style-type: none"><li>Identify and use primary colors</li></ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary drawing</li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">Peer-critique</a></li><li>Teacher observation</li></ul> <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Primary Colored Hands</a></li><li><a href="#">Piet Mondrian</a></li><li><a href="#">Creatures: PowerPoint</a></li><li><a href="#">Primary Colored Birds</a></li></ul>



## Visual Arts Curriculum

PP1.A - Drawing	Produce a line using crayon, pencil and marker.	<ul style="list-style-type: none"><li>I can fill an area with solid color/value using crayon, pencil, or marker</li></ul>	Pre-assessment: <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary drawing</li></ul> Formative Assessment: <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">Peer-critique</a></li><li>Teacher observation</li></ul> <u>Summative Assessment:</u> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>Drawing with <a href="#">Mona Brookes: PowerPoint</a></li><li><a href="#">Echo Draw</a></li><li><a href="#">Cardinals</a></li></ul>
AP2.A - Art Perceptions	Identify the subject of artworks	<ul style="list-style-type: none"><li>I can identify the following in artworks: Lines, Shapes, Colors, and Patterns</li></ul>	Pre-assessment: <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li></ul> Formative Assessment: <ul style="list-style-type: none"><li><a href="#">VTS group discussion</a></li></ul> <u>Summative Assessment:</u> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>VTS model through every unit when discussing art</li><li>Annual art show</li><li>Portfolios reviews and critiques of student work from throughout the year</li></ul>





**Visual Arts Curriculum**

**2nd Grade Year At-A-Glance:**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Color Theory and Painting</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>3D Art</li> </ul>	<ul style="list-style-type: none"> <li>Art Perceptions</li> </ul>

<b><u>2nd Grade</u></b>			Last Revised (Date & Name): S. Willard, E. Boston - November 2018	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments



## Visual Arts Curriculum

PP1.B - Painting	I can apply paint with a dragging, not pushing motion	<ul style="list-style-type: none"><li>I can paint lines with control of the brush</li><li>I can clean paint brush before changing colors</li><li>I can mix two colors to create a third color</li></ul>	Pre-assessment: <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary painting</li></ul> Formative Assessment: <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">TAG Peer Critique</a></li><li>Teacher observation</li></ul> Summative Assessment: <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Abstract Painting</a></li><li><a href="#">Landscapes Painting</a></li><li><a href="#">Van Gogh &amp; Still Life Painting</a></li></ul>
PP2.A - 3D Art	I can use scissors with control. I can modeling with clay or a similar material: Create a sphere I can use glue with control. I can fold paper and identify folded edge I can model with clay or a similar material: Pinch, pull, and roll material	<ul style="list-style-type: none"><li>I can manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)</li><li>I can roll coils using clay or a similar material</li><li>I can roll a slab using clay or a similar material</li></ul>	Pre-assessment: <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary painting</li></ul> Formative Assessment: <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">TAG Peer Critique</a></li><li>Teacher observation</li></ul> Summative Assessment: <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Coil Pots</a></li><li><a href="#">Clay Slab Medallions</a></li><li><a href="#">Paper Folding Techniques Relief</a></li></ul>
EP1.E - Color Theory	I can identify and use colors  I can identify and use primary colors	<ul style="list-style-type: none"><li>I can identify and use secondary colors</li><li>I can identify and use complementary colors</li></ul>	Pre-assessment: <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary painting</li></ul> Formative Assessment: <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">TAG Peer Critique</a></li><li>Teacher observation</li></ul> Summative Assessment: <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>MC Escher &amp; <a href="#">Optical Complimentary Colors: PowerPoint</a></li><li><a href="#">Color Mixing - Secondary Colors: PowerPoint</a></li><li><a href="#">Abstract Painting</a></li></ul>



## Visual Arts Curriculum

PP1.A - Drawing	Produce a line using crayon, marker or pencil  I can fill an area with solid color/value using crayon, pencil, or marker	<ul style="list-style-type: none"><li>I can change pressure to create two values using crayon or pencil</li></ul>	Pre-assessment: <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary painting</li></ul> Formative Assessment: <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">TAG Peer Critique</a></li><li>Teacher observation</li></ul> <u>Summative Assessment:</u> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Mona Brookes</a> - creating two values: <a href="#">PowerPoint</a></li><li><a href="#">Zentangles</a></li><li><a href="#">Still Life Drawing</a></li></ul>
AP2.A - Art Perceptions	I can identify the subject of artworks  I can identify the following in artworks: Lines, Shapes, Colors, and Patterns	<ul style="list-style-type: none"><li>I can identify the following in artworks:</li><li>Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of colors</li></ul>	Pre-assessment: <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li></ul> Formative Assessment: <ul style="list-style-type: none"><li><a href="#">VTS group discussion</a></li></ul> <u>Summative Assessment:</u> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>VTS model through every unit when discussing art</li><li>Annual art show</li><li>Portfolios reviews and critiques of student work from throughout the year</li></ul>



**Visual Arts Curriculum**

**3rd Grade Year At-A-Glance:**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Color Theory and Painting</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>3D Art</li> </ul>	<ul style="list-style-type: none"> <li>Art Perceptions</li> </ul>

<b><u>3rd Grade</u></b>			Last Revised (Date & Name): S. Willard, E. Boston - November 2018	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments



## Visual Arts Curriculum

<p>PP1.B - Painting</p>	<p>I can apply paint with a dragging, not pushing, movement</p> <p>I can paint lines with control of the brush</p> <p>I can clean paint brush before changing colors</p> <p>I can mix two colors to create a third color</p>	<ul style="list-style-type: none"> <li>I can apply paint in even strokes to create a watercolor/thinned tempera wash.</li> <li>I can paint lines and fill in shapes with even color using tempera</li> </ul>	<ul style="list-style-type: none"> <li>Pre-assessment: <ul style="list-style-type: none"> <li><a href="#">Vocab test</a></li> </ul> </li> <li>Preliminary drawing</li> <li>Formative Assessment: <ul style="list-style-type: none"> <li><a href="#">Self-critique</a></li> <li><a href="#">TAG Peer-Critique</a></li> </ul> </li> <li>Teacher observation</li> <li>Summative Assessment: <ul style="list-style-type: none"> <li><a href="#">Rubric</a></li> <li><a href="#">self-critique</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Color mixing</a></li> <li>Culture Studies:</li> <li>African masks</li> <li>Cave paintings</li> <li>Aboriginal art</li> <li>Native American</li> <li>Chinese Dragons</li> <li><a href="#">Fall/Winter landscape painting</a></li> <li><a href="#">Still-life: Recognizing a variety of styles from Masters of Art such as: Picasso, Cezanne, Van Gogh and the like.</a></li> <li><a href="#">African Mask</a></li> <li><a href="#">Aboriginal</a></li> </ul>
<p>PP2.A - 3D Art</p>	<p>I can use scissors with control.</p> <p>I can modeling with clay or a similar material: Create a sphere, pinch, pull, and roll material, roll coils, roll a slab</p> <p>I can use glue with control.</p> <p>I can fold paper and identify folded edge</p> <p>I can manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)</p>	<ul style="list-style-type: none"> <li>I can manipulate paper to create forms (in-the- round)</li> <li>I can cut a symmetrical shape from a folded piece of paper</li> <li>I can model with clay or a similar material: Creating applied and impressed textures</li> </ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"> <li><a href="#">Vocab test</a></li> </ul> <p>Preliminary drawing</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><a href="#">Self-critique</a></li> <li><a href="#">TAG Peer-Critique</a></li> </ul> <p>Teacher observation</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><a href="#">Rubric</a></li> <li><a href="#">self-critique</a></li> </ul>	<ul style="list-style-type: none"> <li>Relief Landscape</li> <li>Egyptian relief</li> <li>Paper mache'</li> <li>Found object collage</li> <li>African mask</li> <li>Hopi Indian Kachinas</li> <li>Kuna Molas with layered paper - <a href="#">Artsonia Lesson Plan   paper art</a></li> <li>Japanese Origami</li> <li>Model Magic creations</li> <li><a href="#">Earthen clay:</a></li> <li>Cupcake</li> <li>Fish</li> <li>Funny Monster</li> <li>Bird</li> <li>Open vessel</li> </ul>
<p>EP1.E - Color Theory</p>	<p>I can identify and use colors</p> <p>I can identify and use primary colors</p> <p>I can identify and use secondary colors</p> <p>I can identify and use complementary colors</p>	<ul style="list-style-type: none"> <li>I can identify and use warm and cool colors</li> </ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"> <li><a href="#">Vocab test</a></li> </ul> <p>Preliminary drawing</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li><a href="#">Self-critique</a></li> <li><a href="#">TAG Peer-Critique</a></li> </ul> <p>Teacher observation</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li><a href="#">Rubric</a></li> <li><a href="#">self-critique</a></li> </ul>	<ul style="list-style-type: none"> <li>Roy G. Biv</li> <li>Color Wheel</li> <li><a href="#">Positive/Negative design using warm/cool color families.</a></li> <li><a href="#">Printing process</a></li> <li>Picasso:</li> <li>Blue Period</li> <li>Rose Period</li> <li>Cubism</li> <li>Monochromatic</li> <li><a href="#">Fall/Winter landscape using warm and cool colors.</a></li> </ul>



## Visual Arts Curriculum

<p>PP1.A - Drawing</p>	<p>Produce a line using crayon, marker or pencil</p> <p>I can fill an area with solid color/value using crayon, pencil, or marker</p> <p>I can change pressure and create two values using a crayon or pencil</p>	<ul style="list-style-type: none"><li>I can layer two or more colors using crayons, colored pencils, or oil pastel</li></ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary drawing</li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">TAG Peer-Critique</a></li><li>Teacher observation</li></ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Pre-drawings and thumbnail sketches</a></li><li><a href="#">Mixed-media still-life drawing</a> (student media choice)</li><li><a href="#">Master Artist Study: Picasso: Cubism</a></li><li><a href="#">Seurat: Pointillism</a></li><li>Monet: Impressionism</li><li><a href="#">Van Gogh: Post-Impressionism</a></li></ul>
<p>AP2.A - Art Perceptions</p>	<p>I can identify the subject of artworks</p> <p>I can identify the following in artworks:</p> <p>Lines, Shapes, Colors, and Patterns, Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of colors</p>	<ul style="list-style-type: none"><li>I can identify the following in artworks:</li><li>Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/ variety of sizes</li></ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">VTS group discussion</a></li></ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>VTS model through every unit when discussing art</li><li>Annual art show</li><li>Portfolio reviews and critiques of student work from throughout the year</li></ul>



**Visual Arts Curriculum**

**4th Grade Year At-A-Glance:**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Color Theory and Painting</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>3D Art</li> </ul>	<ul style="list-style-type: none"> <li>Art Perceptions</li> </ul>

<b><u>4th Grade</u></b>			Last Revised (Date & Name): Sarah Willard & E. Boston, Jan. 2019	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments



## Visual Arts Curriculum

<p>PP1.B - Painting</p>	<p>I can apply paint in even strokes to create a watercolor/thinned tempera wash.</p> <p>I can paint lines and fill in shapes with even color using tempera</p> <p>I can apply paint with a dragging, not pushing, movement</p> <p>I can paint lines with control of the brush</p> <p>I can clean paint brush before changing colors</p> <p>I can mix two colors to create a third color</p>	<ul style="list-style-type: none"><li>• I can apply watercolor paint to wet areas to blend color (wet-on-wet technique)</li><li>• I can use tempera paints, add color to white to create a tint</li><li>• I can use tempera paints, add black to a color create a shade</li></ul>	<ul style="list-style-type: none"><li>• Pre-assessment:</li><li>• <a href="#">Vocab test</a></li><li>• Preliminary drawing</li><li>• Formative Assessment:</li><li>• <a href="#">Self-critique</a></li><li>• <a href="#">TAG Peer-critique</a></li><li>• Teacher observation</li><li>• Summative Assessment:</li><li>• <a href="#">Rubric</a></li><li>• <a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>• Students will:</li><li>• Experience a variety of painting methods using watercolor and tempera paint.</li><li>• Master Artist Study:</li><li>• <a href="#">Paul Klee Magic Squares</a></li><li>• <a href="#">Gyotaku</a> watercolor wash with tempera printed fish</li><li>• <a href="#">Lichtenstein comic</a> (Self-portrait) using tempera</li><li>• <a href="#">Self-Portrait</a>, still-life, or</li><li>• Radial Design: tints and shades of one color (Monochromatic) using tempera</li></ul>
<p>PP2.A - 3D Art</p>	<p>I can use scissors with control.</p> <p>I can modeling with clay or a similar material: Create a sphere, pinch, pull, and roll material, roll coils, roll a slab</p> <p>I can use glue with control.</p> <p>I can fold paper and identify folded edge</p> <p>I can manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)</p> <p>I can manipulate paper to create forms (in-the- round)</p> <p>I can cut a symmetrical shape from a folded piece of paper</p> <p>I can model with clay or a similar material: Creating applied and impressed textures</p>	<ul style="list-style-type: none"><li>• I can build or layer materials to create a relief</li><li>• I can apply a variety of paper folding techniques</li><li>• I can model with clay or a similar material; Make organic forms</li></ul>	<ul style="list-style-type: none"><li>• Pre-assessment:</li><li>• <a href="#">Vocab test</a></li><li>• Preliminary drawing</li><li>• Formative Assessment:</li><li>• <a href="#">Self-critique</a></li><li>• <a href="#">TAG Peer-critique</a></li><li>• Teacher observation</li><li>• Summative Assessment:</li><li>• <a href="#">Rubric</a></li><li>• <a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>• Students will;</li><li>• <a href="#">Create an original sculpture</a> using a variety of paper, cardboard, <a href="#">clay</a>, <a href="#">paper mache</a>", and so forth.</li></ul>





## Visual Arts Curriculum

EP1.E - Color Theory	I can identify and use colors I can identify and use primary colors I can identify and use secondary colors I can identify and use complementary colors I can identify and use warm/ cool colors	<ul style="list-style-type: none"><li>Identify and create tints and shades</li></ul>	<ul style="list-style-type: none"><li>Pre-assessment:</li><li><a href="#">Vocab test</a></li><li>Preliminary drawing</li><li>Formative Assessment:</li><li><a href="#">Self-critique</a></li><li><a href="#">TAG Peer-critique</a></li><li>Teacher observation</li><li>Summative Assessment:</li><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>Students will:</li><li><a href="#">Demonstrate understanding of the color wheel and color mixing while creating an original color wheel.</a></li><li>Focus on Tertiary/ Intermediate Colors</li><li>Color schemes:</li><li>Monochromatic</li><li>Complementary</li></ul>
PP1.A - Drawing	Produce a line using crayon, marker or pencil I can fill an area with solid color/value using crayon, pencil, or marker I can change pressure and create two values using a crayon or pencil I can layer color using crayons, markers, or other drawing material.	<ul style="list-style-type: none"><li>I can create light, medium, and dark values using pencil</li></ul>	Pre-assessment: <ul style="list-style-type: none"><li><a href="#">Vocab test</a></li><li>Preliminary drawing</li></ul> Formative Assessment: <ul style="list-style-type: none"><li><a href="#">Self-critique</a></li><li><a href="#">TAG Peer-critique</a></li><li>Teacher observation</li></ul> Summative Assessment: <ul style="list-style-type: none"><li><a href="#">Rubric</a></li><li><a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>Students will;</li><li>Demonstrate understanding of contour lines and <a href="#">shading techniques</a> when <a href="#">drawing a realistic still-life image.</a></li><li><a href="#">Shoe</a></li><li>Plant</li><li>Vase of flowers</li><li>Pop Can</li><li>Soup Can</li><li>Old boot</li><li>Music Instrument</li><li>Basket of fake fruit</li></ul>



## Visual Arts Curriculum

AP2.A - Art Perceptions	<p>I can identify the subject of artworks</p> <p>I can identify the following in artworks:</p> <p>Lines, Shapes, Colors, and Patterns, Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of colors, Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/ variety of sizes</p>	<ul style="list-style-type: none"><li>• I can describe the use of the following in artworks:</li><li>•</li><li>• Outlines, Organic shapes, Organic forms, Tints and shades, values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions</li></ul>	<p>Pre-assessment:</p> <ul style="list-style-type: none"><li>• <a href="#">Vocab test</a></li></ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"><li>• <a href="#">VTS group discussion</a></li></ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"><li>• <a href="#">Rubric</a></li><li>• <a href="#">self-critique</a></li></ul>	<ul style="list-style-type: none"><li>• VTS model through every unit when discussing art</li><li>• Annual art show</li><li>• Portfolio reviews and critiques of student work from throughout the year</li></ul>
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**Visual Arts Curriculum**

**5th Grade Year At-A-Glance:**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• Create texture or surface quality using any drawing media</li> <li>• Mix a variety of hues to create new colors.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a variety of hues to create new colors. Apply layers of watercolor paint from lightest to darkest colors. Using tempera paints, produce a sharp, clear edge between areas of colors</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images</li> </ul>	<ul style="list-style-type: none"> <li>• Combine simple forms to create a complex object/form (in-the-round) Use paper joining techniques such as tabs and slits Modeling with clay or a similar material:Build a form using a coil techniques</li> </ul>

**5th Grade**

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments
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## Visual Arts Curriculum

Create texture or surface quality using any drawing media	EP1A-Line EP1E-Color	<ul style="list-style-type: none"><li>I can create texture or surface qualities using any drawing medium</li></ul>	<ul style="list-style-type: none"><li>Observation/sketching and medium practice.</li></ul>	<ul style="list-style-type: none"><li>Discussion of drawing from recall vs drawing from observation.</li></ul>
Mix a variety of hues to create new colors. Apply layers of watercolor paint from lightest to darkest colors. Using tempera paints, produce a sharp, clear edge between areas of colors	PP1A-Drawing	<ul style="list-style-type: none"><li>I can identify and create detail, texture and contours of objects from memory and observation.</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice</li></ul>	<ul style="list-style-type: none"><li>Color Wheel review</li><li>Blending of secondary colors on venn diagrams showing contrast and color change.</li></ul>
Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images	PP1D-Other Media Fiber Art	<ul style="list-style-type: none"><li>I can identify and create an original subtractive print using styrofoam.</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice.</li></ul>	<ul style="list-style-type: none"><li>Printing vocabulary</li><li>Composition layouts, how to balance, emphasize and create unity through sketching</li></ul>
Combine simple forms to create a complex object/form (in-the-round) Use paper joining techniques such as tabs and slits Modeling with clay or a similar material:Build a form using a coil techniques	PP2A-Sculpture: Ceramics or other media	<ul style="list-style-type: none"><li>I can identify and create multiple architectural structures</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice.</li></ul>	<ul style="list-style-type: none"><li>Architectural research and spatial awareness (Parallel and bird's eye perspective introduction) Sketches of buildings and layouts of city streets.</li></ul>



## Visual Arts Curriculum

### 6th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Using opaque paint, overlap brush strokes to create a smooth and even area of color</li> </ul>	<ul style="list-style-type: none"> <li>Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>Use pencil or marker to draw a continuous line that describes an object from observation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a printmaking process (e.g., monoprint, collagraph, string print) Manipulate fibers (e.g., threading needles, tying simple knots, sewing, wrapping, weaving, beading)</li> </ul>

<u>6th Grade</u>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments



## Visual Arts Curriculum

Use pencil or marker to draw a continuous line that describes an object from observation	PP1A-Drawing	<ul style="list-style-type: none"><li>I can observe and draw an object from observation showing accurate use of line to describe the object.</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice.</li></ul>	<ul style="list-style-type: none"><li>Fall leaves introduction: Why do leaves change</li><li>Observation and gestural drawing of leaves, label and name parts of leaves.</li><li>Layout leaves and photograph for visual references.</li></ul>
Using opaque paint, overlap brush strokes to create a smooth and even area of color	Pp1B-Painting	<ul style="list-style-type: none"><li>I can create opaque shapes of color that clearly identify monochromatic color with tints and shades.</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice.</li></ul>	<ul style="list-style-type: none"><li>Color wheel review. Identify and create a symmetrical shape. (original stencil)</li><li>Painting using choice of monochromatic color.</li></ul>
Demonstrate a printmaking process (e.g., monoprint, collagraph, string print) Manipulate fibers (e.g., threading needles, typing simple knots, sewing, wrapping, weaving, beading)	PP1D-Other media	<ul style="list-style-type: none"><li>I can create a print representing the relief process onto styrofoam.</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice. Completion of final project</li></ul>	<ul style="list-style-type: none"><li>Printmaking vocabulary</li><li>Artist study (Andy Warhol)</li><li>Sketches and layout of portrait composition.</li></ul>
Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)	Pp2A-Sculpture, ceramics, other medium	<ul style="list-style-type: none"><li>I can create an original composition using paper layering techniques and attach using techniques learned in class.</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice. Completion of final project</li></ul>	<ul style="list-style-type: none"><li>Pop art review (Keith Haring)</li><li>Paper layering technique practice and instruction.</li><li>Create sketches and transition pencil drawing into paper cut outs.</li></ul>
Create different types of lines using general software *General software refers to a program like Microsoft Word, which has paint tools/Any digital medium	Not Assessed at this level	<ul style="list-style-type: none"><li>I will create a composition by altering an ad or comic strip.</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice. Completion of final project</li></ul>	<ul style="list-style-type: none"><li>Roy Lichtenstein introduction</li><li>Digital Ad layouts and alterations.</li><li>Crop, alter and simplify and ad or comic strip to fit the style of Roy Lichtenstein.</li></ul>



**Visual Arts Curriculum**

**7th Grade Year At-A-Glance:**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/</li> <li>• implied texture</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of brush strokes to create various textures</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• Create different types of shapes using general software*General software refers to a program like Microsoft Word, which has paint tools/Any digital medium</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a type of relief block printmaking Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)</li> </ul>

<b><u>7th Grade</u></b>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments



## Visual Arts Curriculum

Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/ implied texture	PP1A-Drawing	<ul style="list-style-type: none"><li>I can create an original artwork that represents a theme.</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice. Completion of final project</li></ul>	<ul style="list-style-type: none"><li>Introduction of Theme (changes annually) Define and determine what the theme is attempting to show. Visuals of past artwork, symbols to replace lettering.</li></ul>
Use a variety of brush strokes to create various textures	PP1B-Painting	<ul style="list-style-type: none"><li>I can use a variety of brush strokes to create various textures with a variety of colors, tints and shades by mixing pigments. Master study</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice. Completion of final project</li></ul>	<ul style="list-style-type: none"><li>Research master and current working artists. Review and create a color wheel labeling multiple color schemes and show value changes. Create a master study dissection of a painting or ceiling tile.</li></ul>
Demonstrate a type of relief block printmaking Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)	PP1D-other medium	<ul style="list-style-type: none"><li>I can demonstrate a relief printing process/reduction printing process. Chosen original subject/traditional Mandala</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice. Completion of final project</li></ul>	<ul style="list-style-type: none"><li>Printing vocabulary.</li><li>History and development of Mandal presentation.</li><li>Original concentric mandala design/layout.</li><li>Complete series of final Relief/Reduction prints.</li></ul>
Create an in-the-round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plaster craft, cardboard, fibers)	PP2A-Ceramics/Sculpture	<ul style="list-style-type: none"><li>Clay coil vessels and slab ceramics/plaster casts from molds and body parts.</li></ul>	<ul style="list-style-type: none"><li>Observation/Research/ sketching and medium practice. Completion of final project</li></ul>	<ul style="list-style-type: none"><li>Ceramics vocabulary.</li><li>Sculpture/plaster vocabulary.</li><li>Artist study, Ben Jones, Kimmy Cantrell.</li></ul>
Create different types of shapes using general software*General software refers to a program like Microsoft Word, which has paint tools/Any digital medium				





## Visual Arts Curriculum

### 8th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Create even, continuous, and graduated tones using pencil or colored pencil</li> </ul>	<ul style="list-style-type: none"> <li>Create a three-dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks Modeling with clay or a similar material: Create a three-dimensional artwork demonstrating appropriate joining</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>Create different types of shapes using general software*General software refers to a program like Microsoft Word, which has paint tools/Any digital medium</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a printmaking process using a variety of ink colors Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)</li> </ul>

<b>8th Grade</b>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods: <a href="#">8th Grade Assessment Link</a> <a href="#">(Need Permissions)</a>	Instructional Activities & Assignments



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## Visual Arts Curriculum

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Create even, continuous, and graduated tones using pencil or colored pencil				
Create a variety of colors, tints, and shades by mixing pigments				
Demonstrate a printmaking process using a variety of ink colors Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)				
Create a three-dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks Modeling with clay or a similar material:Create a three-dimensional artwork demonstrating appropriate joining				
Create different types of shapes using general software*General software refers to a program like Microsoft Word, which has paint tools/Any digital medium				



## Visual Arts Curriculum

### HS Art I Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• Unit 1: Drawing</li> <li>• Unit 2: Non-Traditional Drawing Methods: Scratchboard</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3: Watercolor: Celtic Knot work</li> <li>• Unit 4: Abstract Plaster Sculpture</li> <li>• Unit 5: Perspective</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• Unit 6: Color Theory</li> <li>• Unit 7: Pencil Morphing</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 8: Self-Portraits</li> <li>• Unit 9: Greek Architecture</li> </ul>

<u>Art I</u>			Last Revised (Date & Name): Halley Bridges 2017	
			Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:



## Visual Arts Curriculum

<p>Drawing 1. TSW be able to create at least four smoothly graded values using multiple mediums.</p>	<p>PP1A: Create even, continuous, and graduated tones using pencil or colored pencil</p> <p>Define edge through variations in pressure or angle</p> <p>Ep1C: Identify and use a range of values to create the illusion of form</p> <p>AP2A: Art Criticism</p>	<ul style="list-style-type: none"><li>• 1st Quarter, August and revisited throughout the year.</li><li>• TSW create a work of art using accurate mark making techniques based upon a 25/25 score on grading rubric.</li><li>• TSW demonstrate an understanding of how to create the illusion of 3D space within a 2D plane based upon a 15/15 score on grading rubric.</li><li>• TSW reflect on their project by giving a written and oral critiques upon completion.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments<ul style="list-style-type: none"><li>○ Rubric</li><li>○ <a href="#">Hand Drawing Rubric</a></li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student will complete many drawing practices such as: Drawing with different light sources, Timed drawings, Gestural Drawings, Upside Down Drawings, Drawing without lifting pencil and Drawing Different Objects. They will complete a shading worksheet that focused on the following shading techniques: Blending, Stippling, Scumbling and Hatching.</li></ul>
<p>Non-Traditional Drawing Methods: Scratchboard 1. TSW be able to create at least four smoothly graded values using multiple mediums.</p>	<p>PP1A: Create even, continuous, and graduated tones using pencil or colored pencil</p> <p>Define edge through variations in pressure or angle</p> <p>EP1D: Identify and use invented texture</p>	<ul style="list-style-type: none"><li>• 1st Quarter: October and revisited throughout the year.</li><li>• TSW realistically represent texture by using appropriate mark making techniques based upon a 25/25 score on grading rubric.</li><li>• TSW realistically represent texture by using appropriate mark making techniques through a reverse shading process based upon a 25/25 score on grading rubric.</li><li>• TSW demonstrate proper shading techniques in both draws to represent a three dimensional form based on 20/20 on grading rubric.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student will continue to develop drawing techniques learned in unit one. In this unit they will focus more on the non-traditional forms of shading: hatching, cross-hatching, stippling and scumbling. They will be using these techniques to simulate different forms of texture.</li></ul>



## Visual Arts Curriculum

<p>Watercolor: Celtic Knot Work 1. TSW be able to create at least four smoothly graded values using multiple mediums.</p> <p>Watercolor: Celtic Knot Work 3. TSW develop a strong understanding of color theory.</p>	<p>PP1B: Not Assessed</p> <p>EP1F: Identify and use a range of values</p>	<ul style="list-style-type: none"><li>• 2nd Quarter October and revisited throughout the year.</li><li>• TSW demonstrate proper use of watercolor techniques by blending from one color based upon a 15/15 score on grading rubric</li><li>• TSW demonstrate proper watercolor techniques by demonstrating blending from light to dark with one color based upon a 15/15 score on grading rubric.</li><li>• TSW continue demonstrating proper smooth blending techniques with colored pencils as learned in previous unit based upon a 15/15 score on grading rubric</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• The lesson will begin by asking students to think about the following question: How can you represent yourself using one symbol or simple design?</li><li>• We will discuss as a class different ideas such as a family crest. Then we will begin to talk about Celtic Knotwork and other ancient or tribal symbols. The class will look as some hand out and we will read as a group. The students will be asked to do so research and come up with some designs that represent them in some way. They will practice sketching their designs and developing some of their own ideas in with it.</li><li>• The teacher will give a short demo of how they will develop their designs and give them a list of the required items. Students will have the teacher approve design before they start on the final one.</li><li>• Once final design is complete students will use proper transferring process to create a radial design. When image has been transferred they will touch up any areas that need fixing and they will plan where they will use which medium, where they will use blending from one color to another and blending from light to dark.</li><li>• Teacher will demo proper use of watercolor</li></ul>
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## Visual Arts Curriculum

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				<p>to students. Then student will complete a watercolor practice sheet. Once practices are complete they will begin using watercolor on their project. Upon completion of watercolor they will then use colored pencil and apply knowledge learned in previous units over proper blending and shading techniques.</p>
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## Visual Arts Curriculum

<p>Abstract Plaster Sculpture 2. TSW begin to develop an understanding for what is art and apply appropriate terminology through the proper critiquing process.</p>	<p>PP2A: Create a three-dimensional artwork using carving techniques.</p> <p>Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks</p> <p>AP1A: Not assessed in the same way</p> <p>Ap2A: Art Criticism</p> <p>HC1B: Compare and contrast two artworks on:</p>	<ul style="list-style-type: none"><li>• 1st Quarter: October and revisited throughout the year.</li><li>• TSW create an abstract plaster sculpture using proper carving tools and techniques based upon a 20/20 grade on rubric.</li><li>• TSW use paint to enhance the quality of their sculpture based upon design and score of 20/20 on grading rubric.</li><li>• TSW use Ipads to research, share and organize information in group debate over what is art.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments—<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• The lesson will begin with bell work. Students will write their response to the question "What is art?" After they have written their answers we will discuss as a class.</li><li>• As a class we will read from some handouts that give some opinions on what art is as well as discuss the topic of aesthetics. Then students will view about ten different works of art. For each they will write if it is art and explain why or why not. Then we will discuss each work individually.</li><li>• After we have debated as a group over different works students will be split into six groups. Each group will be assigned a case study and an opinion. They must either defend that it is art or that it is not art against another group. To support their debates they must create either a movie trailer or a powerpoint using the Ipads. Once groups have collected evidence supporting their case and opinion they will present to the class and debate the opposing group.</li><li>• After discussions and debates are completed they will begin the project part of the lesson. They will be creating a work of art out of a chunk of plaster. Each student will be given a ziplock bag and plaster will be poured into it.</li></ul>
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## Visual Arts Curriculum

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				<p>Once it is sealed they will hold the bag in an interesting way without moving until plaster sits up. Once plaster has had a chance to harden they will take it out of the bag and begin carving with many different types of carving tools.</p> <ul style="list-style-type: none"><li>• The goal of the students is to create an abstracted form, some forms may be more recognizable than others but they will not be realistic. All marks/indentations on the plaster must be made from students carving or sanding.</li><li>• Once they have completed the carving process they will add small amounts of color as accents.</li></ul>
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## Visual Arts Curriculum

<p>Perspective 4. TSW develop a strong understanding of one and two point perspective through the study of still-life's and architecture.</p> <p>Perspective 1. TSW be able to create at least four smoothly graded values using multiple mediums.</p>	<p>PP1A: Create smooth, continuous value through even pressure</p> <p>Create a range of 4 smoothly graduated values through varied pressure</p> <p>EP1A: Identify and use varied line quality</p> <p>EP1C: Identify and use illusion of form: sphere, cube, cone, and cylinder</p> <p>EP1D: Identify and use invented texture</p> <p>EP1F: Identify and use a range of values</p> <p>EP1G: Identify and use positive and negative space in two-dimensional work</p> <p>Identify and use perspective techniques to create the illusion of space (one-point linear perspective, overlapping, and change of size, detail, placement, value contrast)</p>	<ul style="list-style-type: none"><li>• 1st Semester: November - December and revisited throughout the year.</li><li>• TSW master one and two point perspective through drawing practices as show by a 100/100 on grading checklist.</li><li>• TSW complete a still-life drawing appropriately applying knowledge of perspective</li><li>• TSW demonstrate appropriate technique for using charcoal.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• As a class we will discuss "What kinds of enduring qualities must a work of art obtain in order to be considered "realistic?"</li><li>• We will begin discussing perspective as we view different prints and examine how artists use both one and two point perspective.</li><li>• Teacher will demo how to properly use one point perspective and students will complete a practice worksheet. After they have completed the practice teacher will check each student work for understanding.</li><li>• Teacher will then demo two point perspective and student will again complete a practice worksheet. Upon completion teacher will check for understanding. Then student will move on to a checklist drawing. This is a list of required two point perspective items. Teacher will demonstrate a few other things from the list then student will be free to create their own composition using the required elements.</li><li>• When guided drawings have been completed student will then apply one and two point perspective to a still-life drawing. This will be a large drawing using graphite and charcoal. Teacher will demonstrate how to use different tools and proper charcoal techniques.</li></ul>
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## Visual Arts Curriculum

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				<ul style="list-style-type: none"><li>• Students will use Ipads as a viewfinder and photograph the still-life. They will then begin with contour drawing in pencil. Once it is completed the teacher will approve it and they will move on to using charcoal for shading and implied textures.</li></ul>
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## Visual Arts Curriculum

<p>Color Theory 3. TSW develop a strong understanding of color theory.</p> <p>Color Theory 1. TSW be able to create at least four smoothly graded values using multiple mediums.</p>	<p>PP1B: Create a variety of colors, tints, and shades by mixing pigments</p> <p>PP3A: Not assessed in the same way</p> <p>EP1E: Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)</p>	<ul style="list-style-type: none"><li>• 2nd Semester: January</li><li>• TSW demonstrated their understanding of the following color schemes by receive a 15/15 on grading rubric for each: Monochromatic, Complementary, Triad and Analogous.</li><li>• TSW demonstrate proper color mixing techniques shown by a 20/20 on grading rubric.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• The lesson will begin by students taking notes over color mixing and color theory. Then as a class the teacher will guide them through accurately mixing each color using only the primary colors. Once students have completed this and had it approved by the teacher they will be on their own to mix colors for their project.</li><li>• Students will be using Photoshop to edit a portrait or their choice. They will then use this as the basis for their design. They will use a series of tracing and transferring techniques to get their image onto paper. The color schemes studied will be applied in a way that best accents the design. Students will have an instruction sheet to follow as they work through this project more independently.</li><li>• Upon completion of the project students will have two portraits painted accurately with four different color schemes. Students must label the back of the project with the color schemes they used without teacher assistance.</li></ul>
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## Visual Arts Curriculum

<p>Pencil Morphing 3. TSW develop a strong understanding of color theory.</p> <p>Pencil Morphing 1. TSW be able to create at least four smoothly graded values using multiple mediums.</p>	<p>PP1A: Create smooth, continuous value through even pressure</p> <p>Create a range of 4 smoothly graduated values through varied pressure</p> <p>Define edge through variations in pressure or angle</p> <p>Use media in various ways to create simulated and invented textures</p> <p>Demonstrate proficiency using a single drawing media</p> <p>EP1F: Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)</p> <p>AP1A: Not assessed in the same way</p> <p>Ap1A: Art Criticism</p>	<ul style="list-style-type: none"><li>• 2nd Semester: February</li><li>• TSW complete a proportionally accurate contour drawing of an animal based on a 15/15 score on grading rubric.</li><li>• TSW use creativity, originality and difficulty through critical thinking and problem solving as they morph pencil into their contour drawing based on a 15/15 score on grading rubric.</li><li>• TSW use accurate shading from light to dark and from one color to another within each pencil.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• This lesson will begin by having students view and discuss the artist BLU. This is a morphing artist. He creates many large scale images on buildings, creates flip-book type videos with his paintings and creates many works with underlying meanings.</li><li>• As a practice, after view the artist, the students will create their name out of pencils (drawing pencils) on paper. Once they have their name drawn they will shade the pencils using colored pencils. Within each pencil they must blend from one color to another and from light to dark.</li><li>• After completing name practice they will view a powerpoint of student examples showing what they are going to be creating for the final project. They will choose an animal for their subject, however the subject is flexible, and it could be an inanimate object. Once the subject is chosen they will create an accurate proportionate contour drawing of it. Then they will fill in the contour with drawings of pencils.</li><li>• They will have to twist, bend and morph them in a way to make the object appear three dimensional. When drawing is complete they will use colored pencil to shade, again mixing from one color to another and</li></ul>
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**Visual Arts Curriculum**

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				from light to dark in each pencil.
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## Visual Arts Curriculum

<p>Self Portraits 5. TSW begin to develop a solid understanding of human facial proportions through the study of portraiture throughout history.</p> <p>Self Portraits 1. TSW be able to create at least four smoothly graded values using multiple mediums.</p>	<p>AP1 A: Art Criticism</p> <p>HC1A: Not assessed in the same way.</p> <p>HC1B: Compare and contrast two artworks on:</p> <p>PP1A: Create smooth, continuous value through even pressure</p> <p>PP1A: Create a range of 4 smoothly graduated values through varied pressure</p> <p>Define edge through variations in pressure or angle</p> <p>Use media in various ways to create simulated and invented textures</p> <p>Use a ruler to create parallel, perpendicular, and converging lines</p> <p>Demonstrate proficiency using a single drawing media</p>	<ul style="list-style-type: none"><li>• 2nd Semester: March</li><li>• Students will produce a self-portrait using accurate proportions and proper shading techniques based up a score 20/20 score on grading rubric.</li><li>• Students will learn how to express identity through a self-portrait based up a score 5/5 score on grading rubric.</li><li>• Students will show understanding of styles from Impressionism, Cubism and Pop Art based up a score 20/20 score on grading rubric.</li><li>• Students will use multiple mediums to create their works of art based up a score 20/20 score on grading rubric.</li></ul>	<ul style="list-style-type: none"><li>• Rubric</li><li>• Checklist</li></ul>	<ul style="list-style-type: none"><li>• This lesson will begin with bell work. Students will write their answers to the following questions: See Essential Questions</li><li>• When students have answered questions as a class we will go through a powerpoint and discuss the answers to the questions. Students will then get out the ipads and take pictures of themselves, they will use this image to create a self-portrait. When picture is taken students will get teacher approval and then print the picture. One color copy will be printed and eight black and white photocopies will be made from it.</li><li>• Teacher will give a demonstration on how to use accurate facial proportions. Students will then practicing drawing the person sitting across from them, applying what they learned from the demonstration. As they are practicing facial proportion the teacher will demo in small groups how to use different techniques for shading eyes, lips, mouth, nose, ears, eyelashes, eyebrows and hair. When students have completed a practice drawing they will grid one of their black and white copies of their picture and also grid their paper they will be</li></ul>
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## Visual Arts Curriculum

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				<p>drawing on. Once the gridding process has been checked by the teacher they will begin drawing. They will be completing an accurately proportioned self-portrait pencil drawing.</p> <ul style="list-style-type: none"><li>• Once pencil drawing is complete we will begin on the second part of the unit. As a class we will view a powerpoint over portraits in different styles and they will use a worksheet to take guided notes as teacher lectures. They will study the following styles: Impressionism, Cubism and Pop Art. Students will be using a requirements checklist for this part of the project.</li><li>• They will be required to complete eight mini portraits using their photocopied images and the Ipads. Teacher will demo how to use the apps Inkist and Pic Collage on the Ipad to create half of their mini portraits with. The other half will be created using many mixed media techniques. Their mini portraits must reflect the styles learned about along with representing their own identity. When all eight mini-portraits have been completed they will mount them along with the pencil drawing self-portrait onto a large sheet of paper. Then students will be required to label the</li></ul>
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**Visual Arts Curriculum**

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				backs of the images where they used Impressionism, Cubism, Pop Art and Identity without teacher assistance. Upon completion of the entire project students will complete a short reflective writing.
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## Visual Arts Curriculum

<p>Greek Architecture 1. TSW be able to create at least four smoothly graded values using multiple mediums.</p> <p>Greek Architecture 4. TSW develop a strong understanding of one and two point perspective through the study of still-life's and architecture.</p>	<p>PP1A: Create smooth, continuous value through even pressure</p> <p>Create a range of 4 smoothly graduated values through varied pressure</p> <p>Define edge through variations in pressure or angle</p> <p>Use media in various ways to create simulated and invented textures</p> <p>Use a ruler to create parallel, perpendicular, and converging lines</p> <p>Demonstrate proficiency using a single drawing media</p> <p>PP1B: Create a variety of colors, tints, and shades by mixing pigments</p> <p>AP2A: Art Criticism</p> <p>HC1A: Not assessed in the same way</p>	<ul style="list-style-type: none"><li>• 2nd Semester End of April-May</li><li>• TSW demonstrated knowledge of either Greek or Gothic architecture within their work of art based upon a 15/15 score on grading rubric.</li><li>• TSW demonstrate an understanding of the surrealism style through their work of art based upon a 15/15 on grading rubric.</li><li>• TSW use at least two different mediums within the work of art and combine the two styles using creativity and originality.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• This lesson will begin with students doing some writing and discuss for bell work over the topic "what does classical mean to you"?</li><li>• After the discussion we will get out textbooks and read about Greek and Gothic Architecture. While reading students will be asked to take notes. When reading is done students will take a quiz over the different styles of Greek Columns. Then they will view a powerpoint of different kinds of structures past and present that incorporate Greek and Gothic architecture. Then we will discuss the surrealism style of art. We will look at and compare different surrealist artists.</li><li>• For the project students will be creating an original work of art reflecting the surrealism style while incorporating either Greek or Gothic architecture and using at least two different mediums. They will complete two sketches then choose a final. When final is chosen they will discuss with the teacher how to plan out where they will use their different mediums. The mediums they can choose from are: graphite, watercolor, tempera paint, charcoal, sharpie and colored pencil.</li></ul>
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**Visual Arts Curriculum**

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				<ul style="list-style-type: none"><li>• When they have a design and plan approved they will choose the size of paper that will fit the best and begin their project.</li></ul>
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**Visual Arts Curriculum**

**HS Art II Year At-A-Glance:**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• Drawing Techniques: Stippling</li> <li>• Pottery</li> </ul>	<ul style="list-style-type: none"> <li>• Watercolor</li> <li>• Digital Character Drawing</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• Artist Study</li> <li>• Printmaking</li> <li>• Nature Study with Prisma Colors</li> </ul>	<ul style="list-style-type: none"> <li>• Portraits</li> <li>• Label Design</li> </ul>

<u>Art II</u>			Last Revised (Date & Name): Halley Bridges 2017	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target	Assessment Methods:	Instructional Activities & Assignments



## Visual Arts Curriculum

<p>Drawing Technique: Stippling TSW be able to create at least seven smoothly graded values though the use of multiple mediums.</p>	<p>PP1A: Create a range of 4 graduated values using hatching, crosshatching, and stippling techniques</p> <p>EP1C: Identify and use illusion of form: sphere, cube, cone, and cylinder</p> <p>EP1F: Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)</p>	<ul style="list-style-type: none"><li>• First Quarter- Mid September</li><li>• TSW create an accurate contour drawing of subject based upon a 20/20 score on grading rubric.</li><li>• TSW demonstrate proper proportions and blending techniques that make subject appear three dimensional based upon a 45/45 score on grading rubric.</li><li>• TSW fill entire space, large or medium sized, to create a good composition.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student will begin by completing many drawing practices such as: Timed drawings, Gestural Drawings, Upside Down Drawings, Drawing without lifting pencil and Drawing Different Objects.</li><li>• Once drawing practices have been completed, they should be reviewed for students, they will complete a shading worksheet that focused on the following shading techniques: Blending, Stippling, Scumbling and Hatching.</li><li>• They will then complete one more drawing practice focusing on the stippling technique. Students will draw a ball in different light sources and shade it using the stippling method.</li><li>• When stippling technique has been approved by teacher students are free to choose a subject for their final project. What they choose must be teacher approved then they choose a medium or large sheet of paper to fit their subject.</li><li>• Students will begin by drawing a very light contour drawing of their subject then they will be stippling using either sharpie marker or paint.</li></ul>
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## Visual Arts Curriculum

<p>TSW demonstrate proper hand building techniques though ceramics and sculpture in the round.</p>		<ul style="list-style-type: none"><li>• TSW use proper hand building techniques to build a coil pot that reaches 5-7 inches high based upon a 40/40 score on grading rubric.</li><li>• TSW Use proper glazing and or painting techniques to add appropriate color to pottery based upon a 30/30 score on grading rubric.</li></ul>	<ul style="list-style-type: none"><li>• Formative/ Summative assessments<ul style="list-style-type: none"><li>○ Vocab</li><li>○ Rubric</li></ul></li></ul>	
<p>TSW demonstrate accurate use of multiple watercolor techniques while applying knowledge of color theory.</p>	<p>PP1B: Mix tempera/acrylic paints to create different hues</p> <p>Mix tempera/acrylic paints to create a range of 4 values and levels of intensity</p> <p>Apply paint to create a solid area of color with no visible brushstrokes, change in value or intensity</p> <p>Blend one color/value smoothly into another</p> <p>Demonstrate proper use and cleaning of brushes and palettes</p> <p>Use brushes of various sizes/types</p> <p>EP1D: Identify and use real, invented and simulated textures</p> <p>EP1F: Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)</p>	<ul style="list-style-type: none"><li>• TSW demonstrate proper watercolor techniques based upon a 40/40 on grading rubric.</li><li>• TSW demonstrate an understanding for split-complementary color scheme based upon a 15/15 score on grading rubric.</li><li>• TSW compare and contrast works of art using both watercolor and acrylic paint.</li><li>• TSW complete a reflective writing upon completion of project.</li></ul>	<ul style="list-style-type: none"><li>• Multiple Checkpoints, Color Mixing Practices, Rubric</li></ul>	<ul style="list-style-type: none"><li>• Student will study pottery and create a coil pot.</li><li>• What types of artwork will stand the test of time?</li></ul>



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## Visual Arts Curriculum

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<p>Digital Cartoon Character TSW engage in creating digital works of art through the study of graphic design and comparing and contrasting works of art from different time periods.</p>	<p>PP1C: Create or modify an image using general software</p>	<ul style="list-style-type: none"><li>• TSW demonstrate proper use of Ipad and app Inkist based upon a 20/20 score on grading rubric.</li><li>• TSW create an original cartoon character based upon a 20/20 score on grading rubric.</li><li>• TSW create an original setting to accompany character and it conveys a message about the character based upon a 30/30 score on grading rubric.</li><li>• TSW complete a reflective writing upon completion of project.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Student will be learning proper watercolor techniques and creating four final watercolor paintings.</li><li>• When comparing acrylic painting to watercolor what would be some of the pros and cons of each? Why do you think certain artists choose one over the other?</li></ul>
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## Visual Arts Curriculum

<p>Artist Study HC1A: Identify artworks from the following: • Cubism • American Regionalism • Abstract Expressionism • Native American • Latino • Asia</p>	<p>HC1A: Identify artworks from the following: • Ancient Greece/Rome • Renaissance • Impressionism • Post-Impressionism • Pop Art • Op Art</p>	<ul style="list-style-type: none"><li>• TSW complete a sufficient amount of research over chosen artist and style based upon a 50/50 score on grading rubric.</li><li>• TSW use accurate technique to recreate the master study while incorporating their own styles based upon a 20/20 score on grading rubric.</li><li>• TSW give oral presentation to class upon completion of project about artist, style and their interpretation.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Presentation</li><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To start the project students will be given a sheet with a list of artists they are to look up. As they begin their research they will narrow it down to one artist. They will then work independently to research the artist of their choosing and pick one work of artworks to focus on. They will be required to know what time period the artist worked and how they developed their style. They will also have to write in paragraph form at least ten facts about the artist and his/hers style.</li><li>• Once research has been completed they will be able to add their own spin to the reproduction. The student will be able to choose what medium they will be working in; drawing, painting, digital, clay, miscellaneous sculpture and what type of canvas they will be needing; paper, cloth, wood, glass, cardboard or even combined materials. Some supplies will be given and some supplies students will be required to bring in themselves.</li><li>• When students have completed planning and sketches they will need to have it teacher approved then they will be able to begin working.</li><li>• Upon completion they will give an oral presentation to the class about their artist, his/her</li></ul>
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**Visual Arts Curriculum**

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				style and how they added their own style to it.
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## Visual Arts Curriculum

<p>Printmaking PP1D: Demonstrate one printmaking process (e.g., monoprint, collagraph, stamp, reduction relief block, lithographs, etchings, serigraph)</p> <p>Create an edition</p>	<p>Demonstrate a relief block printmaking process</p>	<ul style="list-style-type: none"><li>• TSW use proper printmaking techniques and terminology while demonstrating accurate two point perspective</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• What would be some benefits of creating your artwork with prints?</li><li>• Why would artists today continue to use traditional forms of printmaking to create works of art?</li><li>• Students will be given some time to research prints and find images they can use as resources for their project. They will be creating a print of an interior or exterior space/structure. First they must develop two different sketches. When deciding on which to use as their final they will conference with the teacher.</li><li>• Students will complete proof prints until they are satisfied with their image, approximately two to four proofs. Then they will begin their final prints.</li><li>• Students will be expected to label all prints properly as they go and use appropriate terminology when talking about the printing process. Students will use multiple colors and even have the choice to use colored paper. When they have completed at least six good prints they can experiment with more non-traditional styles of printing. They can watercolor</li></ul>
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## Visual Arts Curriculum

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<p>Nature Study with Prisma Colors: PP1A: Create a range of 7 smoothly graduated values through varied pressure</p> <p>Blend values/colors to create new values/colors</p> <p>Combine a change in value/color with texture</p> <p>Create a range of 4 graduated values using hatching, crosshatching, and stippling techniques</p> <p>Use an eraser as a tool to change a value</p>	<p>Create smooth, continuous value through even pressure</p> <p>Create a range of 4 smoothly graduated values through varied pressure</p> <p>Define edge through variations in pressure or angle</p> <p>Use media in various ways to create simulated and invented textures</p>	<ul style="list-style-type: none"><li>• TSW demonstrate accuracy with color matching and texture making using a 2 dimensional media based upon a 100/100 score on grading rubric.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• They will look at the style of Georgia O'Keeffe's artwork.</li><li>• They will use blending and shading techniques with prisma colors.</li></ul>
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## Visual Arts Curriculum

<p>Label Design: PP1C: Create or modify an image using art software</p> <p>*Art software refers to a program such as Adobe Photoshop</p>	<p>Create or modify an image using general software</p> <p>*General software refers to a program like Microsoft Word, which has paint tools</p>	<ul style="list-style-type: none"><li>• Student will develop an understanding and apply knowledge of ad design to recreate an existing ad as well as an original ad/ label design.</li><li>• Based on a 100/1000 score on grading rubric</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• The lesson will begin by having students answer the question; how does graphic art affect the world you live in?</li><li>• As a class we will discuss how graphic art is all around us. Then we will discuss some of the pros and cons.</li><li>• The students will take notes over proper label/ad building layout and design techniques.</li><li>• Once students have begun to develop an understanding they will look through magazines and newspapers and cut out ads, fonts, styles they like to create an idea board.</li><li>• Upon completion of idea board they will choose one ad to recreate. Students will apply knowledge learned in previous lessons on how to use some of the apps on the ipads. Teacher will demonstrate how to begin the add building process and how to bring in images.</li><li>• When students have completed the recreation they will submit it electronically along with the original ad and a copy will be printed for display.</li><li>• For the second part of the project students will create their own ad/label design highlighting a real product. They should incorporate text and possible images. Upon completion they will submit it electronically</li></ul>
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**Visual Arts Curriculum**

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				and a copy will be printed for display.
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## Visual Arts Curriculum

### HS Art III Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• Teapots</li> <li>• Wheel Throwing</li> <li>• Plaster Casting</li> </ul>	<ul style="list-style-type: none"> <li>• Culture Presentations over Casts</li> <li>• Surrealism</li> <li>• Digital Photography</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• Self-Portraits</li> <li>• Escher</li> <li>• Food Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Expressionism</li> <li>• Label Design</li> <li>• Printmaking</li> </ul>

<a href="#"><u>Art III</u></a>			Last Revised (Date & Name): Halley Bridges 2017	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target	Assessment Methods:	Instructional Activities & Assignments



## Visual Arts Curriculum

<p>PP2A: Create a mixed media sculpture using a variety of processes and techniques</p> <p>Create a functional ceramic piece on the potter's wheel</p> <p>Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup)</p> <p>Demonstrate use of an alternative decorative finish (e.g., sgraffito, slip painting, incising, or Mishima)</p>	<p>Create a sculpture using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, Styrofoam, commercially-produced carving blocks)</p> <p>Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product</p> <p>Demonstrate consistent glaze application</p>	<ul style="list-style-type: none"><li>• TSW demonstrate proper clay techniques based upon a 100/100 score on rubric.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• TSW study pottery vs. sculptures though functional and nonfunctional and symmetrical works of art while experimenting with non-traditional finishing techniques.</li></ul>
<p>Combine subject matter in original artworks to communicate ideas (e.g., figure</p>	<p>Communicate ideas through the creation of a: Portrait</p>	<ul style="list-style-type: none"><li>• TSW use accurate facial and upper body proportions to create a realistic self-portrait based upon a 20/20 score on grading rubric.</li><li>• TSW use many different values and shading techniques to make subject appear three dimensional based upon a 20/20 score on grading rubric.</li><li>• TSW properly incorporate the use of foreshortening within their work of art based upon a 20/20 score on grading rubric.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• TSW demonstrate a strong understanding of human proportions and foreshortening through the study of muscular and skeletal structures.</li></ul>



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<p>HC1A: Identify artworks from the following: German Expressionism Surrealism Photo-realism Post-Modern</p>	<p>Identify artworks from the following: Cubism, American Regionalism, Abstract Expressionism, Native-American, Latino, Asia</p>	<ul style="list-style-type: none"><li>• TSW accurately represent the expressionism style through their work of art based upon a 30/30 score on grading rubric.</li><li>• TSW use many different colors and values to show three dimensional form within the two dimensional surface based up on a 40/40 score on grading</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• TSW study and apply gestural drawing and arbitrary color while explaining how color and movement through line can convey emotion.</li></ul>
<p>PP1C: Create expressive/symbolic art using art software  *Art software refers to a program such as Adobe Photoshop</p>	<p>Create or modify an image using art software  *Art software refers to a program such as Adobe Photoshop</p>	<ul style="list-style-type: none"><li>• TSW submit a final photo using an interesting and unique design based upon a 30/30 score on grading rubric.</li><li>• TSW use appropriate apps on ipad to alter original photo for a second submission based upon a 20/20 score on grading rubric.</li><li>• TSW use appropriate apps on ipad to alter original photo for a third submission based upon a 20/20 score on grading rubric.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• TSW study photography and proper techniques as they engage in digital design.</li><li>• Are photographers' artists?</li><li>• How has photography changed over the last 10 years?</li><li>• How has photography changed over the last 50 years?</li></ul>



## Visual Arts Curriculum

### HS Art IV Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• GOAL Setting</li> <li>• Calendar Planning/ Time Management</li> <li>• How to develop a project.</li> <li>• How do I create a rubric?</li> <li>• How do you critique and what benefits can you get from it?</li> <li>• TSW complete 2 projects based upon an artist Style.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I accomplish my goals?</li> <li>• TSW complete two projects based upon an artist style.</li> <li>• TSW use three different mediums.</li> <li>• How do I learn from an unsuccessful Projects?</li> <li>• TSW complete two projects based upon an artist Style.</li> <li>• Goal/Portfolio Review One</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• GOAL Setting</li> <li>• How to put together a digital portfolio.</li> <li>• Student Competitions</li> <li>• TSW complete two projects using at least two different mediums.</li> </ul>	<ul style="list-style-type: none"> <li>• TSW complete two projects using at least two different mediums.</li> <li>• How to submit a portfolio.</li> <li>• Goal/Portfolio Review Two</li> <li>• Final Peer Critique/Discussion</li> </ul>

<u>Art IV</u>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning TargetS:	Assessment Methods:	Instructional Activities & Assignments





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## Visual Arts Curriculum

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<p>Challenge Based Learning: Contribution to School Improvement</p>		<ul style="list-style-type: none"><li>• TSW work together collaboratively to develop ideas for aesthetic school improvement.</li><li>• TSW together develop one idea and present a plan of action.</li><li>• TSW together create a work of art.</li><li>• What are the most aesthetically pleasing areas and what areas need improvement? How can students get involved in the improvement of the school? What students/student organizations should be organizing improvements? Who will pay for supplies?</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• TSW develop individual curriculum, experiment with many different mediums and techniques while providing evidence of proper planning and rubrics for each project</li></ul>
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## Visual Arts Curriculum

<p>HC1B: Describe the evolution of an artist's body of work over time</p> <p>Explain an artist's place in historical context</p>	<p>Compare and contrast two artworks on:</p> <p>Time</p> <p>Place</p> <p>Artist</p> <p>Subject matter</p> <p>Theme</p> <p>Characteristics</p> <p>Material/ Technology</p> <p>Ideas and beliefs of culture</p> <p>Function of art in culture/society</p>	<ul style="list-style-type: none"><li>• TSW create four original works of art focusing on the styles of master artists based upon a 20/20 score on grading rubric. First Semester</li><li>• TSW create four original works of art while developing their own unique style based upon a 20/20 score on grading rubric. Second Semester</li><li>• TSW experiment with many different mediums and techniques based upon a 25/25 score on grading rubric. Second Semester</li><li>• TSW be able to explain the developmental process of their work using proper vocabulary and terms based upon a 20/20 score on grading rubric.</li><li>• TSW demonstrate progress being made towards developing their own unique style based upon a 15/15 score on grading rubric.</li></ul>	<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• TSW engage in student led critiques of personal work as well as others.</li><li>• Portfolio reviews will be completed at the end of each semester.</li></ul>
<p>HC1A: Select and research periods/movements of art that align with portfolio development</p>	<p>Identify artworks from the following: German Expressionism, Surrealism, Photo-realism, Post-Modern</p>		<ul style="list-style-type: none"><li>• Formative and Summative Assessments–<ul style="list-style-type: none"><li>○ Rubric</li></ul></li></ul>	<ul style="list-style-type: none"><li>• TSW begin portfolio building in preparation of college and career readiness.</li></ul>