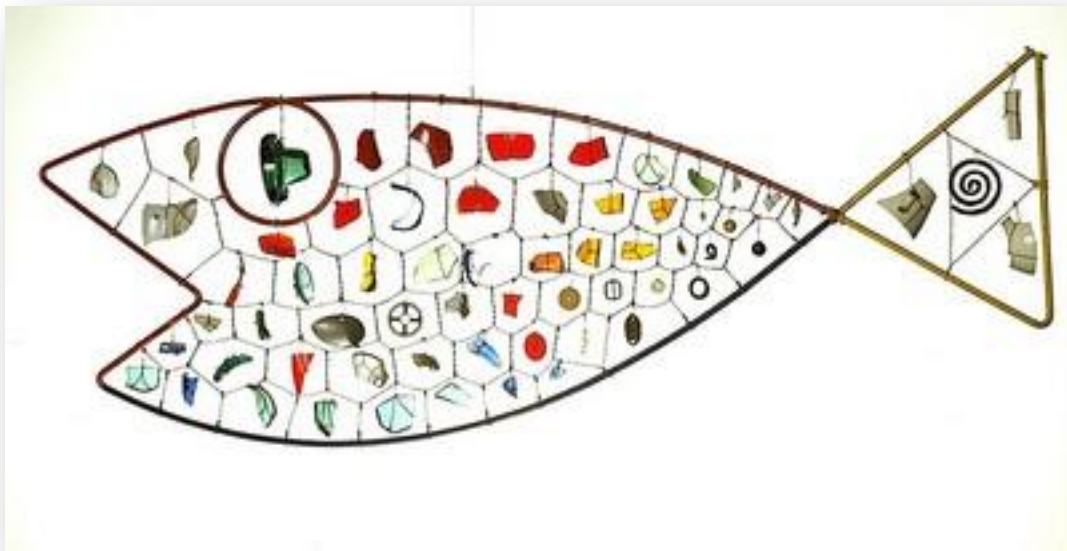


# Elementary Visual Arts Curriculum

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Kenai Peninsula Borough School District



Adopted Spring 2010



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Cover picture: *Wire Fish*, Alexander Calder (c1954)



# PRESCHOOL ART

## ***Critical / Aesthetic Response:*** (Standards C & D)

Looking at works of art and reflecting on them critically and aesthetically can begin at any grade level. Student reflections and responses are focused by the use of art images in the classroom. **“Art” in the classroom does not always have to be an art production activity.** It can include longer discussions with images to enhance other curricular areas, or short discussions with students as they are waiting to transition to other activities.

***Working with images should become a daily or weekly practice for students.***

An effective method for leading student discussions is through the Aesthetic Scanning process. While looking at art works, students are guided through activities which develop perception, discussion, and critical thinking skills. The student is involved in ***describing, analyzing, interpreting, and evaluating*** works of art.

The following framework illustrates four general focus areas of Aesthetic Scanning and questioning. (See appendix for a more detailed explanation, sample questions and vocabulary terms.)

### AESTHETIC SCANNING PROCESS

<p><b>Description</b></p> <p>What do you see?</p> <ul style="list-style-type: none"><li>• Elements of design</li><li>• Subject matter</li></ul> <p>Standard C</p>	<p><b>Analysis</b></p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"><li>• Principles of design</li><li>• Technical properties</li></ul> <p>Standard C</p>
<p><b>Interpretation</b></p> <p>What meaning does the work have?</p> <p>What feelings are expressed?</p> <ul style="list-style-type: none"><li>• Mood or feeling</li><li>• Message or meaning</li><li>• Artist intent</li></ul> <p>Standard D</p>	<p><b>Judgment/Evaluation</b></p> <p>Is this work of art successful?</p> <p>Does it have strengths or weaknesses?</p> <ul style="list-style-type: none"><li>• Design/composition</li><li>• Historical significance</li><li>• Craftsmanship</li><li>• Originality</li><li>• Preference</li></ul> <p>Standard D</p>

**Scanning is to visual literacy like the ABC’S are to reading.**

## Elements and Principles of Design

The building blocks of all art are the Elements and Principles of Design; they give students the ability to create meaningful works of art. They also help students understand artistic intent in both their work and in the work of others. The Elements and Principles of Design have a similar relationship to art as the building blocks of letters and numbers have to reading and math Literacy.

At the preschool level students should be introduced to the Elements and Principles of Design by simply looking at works of art and discussing what they see.

<p><b>Elements of Design are the building blocks of art</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Line</b> Identify a variety of lines</p> <p><b>Shape</b> Point out and name various shapes</p> <p><b>Form</b> Identify objects that are flat and not flat</p> <p><b>Color</b> Identify colors by name</p> <p><b>Value</b> Point to areas of light and dark</p> <p><b>Texture</b> Identify things that are smooth and not smooth</p> <p><b>Space</b> Identify objects that are near and far</p>	<p><b>Principles of Design are the way artists use the elemental building blocks</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Balance</b> Look at pictures from different angles and discuss what direction feels best</p> <p><b>Movement</b> Point out lines that move in different directions</p> <p><b>Pattern/Rhythm/Repetition</b> Identify lines, shapes or colors that are repeated</p> <p><b>Contract/Variety</b> Identify areas of different color in a work</p> <p><b>Emphasis</b> Point to where their eye looks first</p> <p><b>Unity/Harmony</b> Look at unfinished artwork and discuss what is missing</p> <p><b>Proportion/Scale</b> Compare different sized objects</p>
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### *Historical and cultural context: (Standard B)*

Through the study of art and artist from Alaska and around the world students gain an understanding and knowledge of contributions made by art and artists to culture and society.

**These are the suggested artist to explore at the preschool grade level:**

Alaskan – **Alvin Amason** ( Born **1948** in Kodiak) Alaskan painter and sculptor of Alutiiq ancestry, who depicts the state's wildlife with humor, affection, and respect. Amason was raised by his grandfather, a bear guide. He considered other careers, including engineering, before becoming an artist and sculptor. In 1973, he received a Bachelor of Arts degree from Central Washington University and received a Master of Fine Arts degree from Arizona State University in 1976. He is now retired from the University of Alaska Fairbanks and was the head of the Alaska Native Art studies program there. Amason has created paintings for Anchorage International Airport and the U.S. Federal Courthouse Building in Anchorage, as well as public schools in Alaska.

[http://www.akart.org/detail/biography.php?biography\\_id=23](http://www.akart.org/detail/biography.php?biography_id=23)  
<http://www.arcticcircle.uconn.edu/Museum/Art/Amason/>

North American - **Eric Carle** (born 1929 Syracuse, New York) Children's book author and illustrator who is most famous for his book *The Very Hungry Caterpillar*, which has been translated into over 47 languages. Eric Carle has illustrated more than seventy books, many best sellers, most of which he also wrote, and more than 88 million copies of his books have sold around the world. He was born in 1929 to German emigrants Johanna and Erich Carle, Eric moved back to Stuttgart Germany with his parents in the mid-1930s when he was six years old. He was educated there, and graduated from the prestigious art school, the Akademie der bildenden Künste, in Stuttgart. Eric Carle's art is distinctive and instantly recognizable. His art work is created in collage technique, using hand-painted papers, which he cuts and layers to form bright and colorful images. Many of his books have an added dimension—die-cut pages, twinkling lights as in *The Very Lonely Firefly*, even the lifelike sound of a cricket's song as in *The Very Quiet Cricket*.

<http://www.eric-carle.com/home.html>

<http://www.carlemuseum.org/>

<http://www2.scholastic.com/browse/article.jsp?id=3234>

Western European - **Renoir** (February 1841 – December 1919 Limoges, Haute-Vienne, France,) French artist who was a leading painter in the development of the Impressionist style. As a boy, he worked in a porcelain factory where his drawing talents led to him being chosen to paint designs on fine china.<sup>[2]</sup> He also painted hangings for overseas missionaries and decorations on fans before he enrolled in art school.<sup>[3]</sup> During those early years, he often visited the Louvre to study the French master painters. It was in the 1870-ies that Renoir's technique reached its peak. Renoir is perhaps the best-loved of all the Impressionists, for his subjects---pretty children, flowers, beautiful scenes, above all lovely women---have instant appeal, and he communicated the joy he took in them with great directness. 'Why shouldn't art be pretty?', he said, 'There are enough unpleasant things in the world.' During the last two decades of his life, Renoir suffered from arthritis. Unable to move his hands freely, a brush would be strapped to his arm to allow him to paint. His landscapes are luminous and vibrant colors. In 1913, he began to work with sculpture. On December 3rd, 1919, Renoir died at the age of seventy eight.

<http://www.expo-renoir.com/index.cfm>

<http://en.wikipedia.org/wiki/Renoir>

<http://www.ibiblio.org/wm/paint/auth/renoir/>

World cultures - **Alaska Athabascan** The Athabascan people traditionally living in Interior and South Central Alaska, is the second largest Indian family in North America in terms of number of languages and the number of speakers, there are eleven linguistic groups of Athabascans in Alaska. Traditionally Athabascan people have lived along large river ways, migrating seasonally, and traveling in small groups to fish, hunt and trap. The Athabascan culture is a matrilineal system in which children belong to the mother's clan, rather than to the father's clan.  
[http://www.akart.org/detail/lesson.php?lesson\\_id=18](http://www.akart.org/detail/lesson.php?lesson_id=18)  
[http://www.alaskanative.net/en/main\\_nav/education/culture\\_alaska/athabascan/](http://www.alaskanative.net/en/main_nav/education/culture_alaska/athabascan/)  
[http://www.ankn.uaf.edu/curriculum/athabascan/fairbanks\\_school\\_district/ane\\_program/atha.artsampler.html](http://www.ankn.uaf.edu/curriculum/athabascan/fairbanks_school_district/ane_program/atha.artsampler.html) (art activities)

## ***Art Production: (Standard A)***

When students are engaged in the creative process they have the opportunity to explore various media, tools, and techniques as well as learn critical 21<sup>st</sup> Century Skills such as creativity, innovation, problem solving, decision making, and collaboration with others.

**By the end of preschool, students should have been *introduced* to the basic skills of:**

- Holding and working with various drawing tools including pencils, crayons and markers
- Holding and working with scissors
- Holding and working with small and large paint brushes
- Working with a variety of paint mediums including finger paint, tempera and watercolor
- Working with glue sticks
- Working with a color wheel to identify and name basic colors
- Learning to care for tools and materials properly
- Learning to work with tools safely

**The following are recommended art experiences for preschool students.**

### **Drawing**

- Explore drawing and making marks using a wide variety of tools
- Explore drawing many different types of lines and shapes
- Draw from stories, imagination, nature, memory, and observation

### **Painting**

- Explore working with a variety of paints including, but not limited to, tempera, watercolor, finger paints
- Practice using a wide variety of large and small painting tools (e.g. brushes cardboard, fingers, sponges) to stamp and pull out lines
- Explore making marks and shapes using paint brushes

### **Printmaking**

- Create patterns, textures and images by stamping with a variety of objects
- Use hands to make prints
- Make crayon rubbing of textures

### **Sculpture**

- Practice manipulating clay or dough by pinching and pulling shapes
- Assemble various materials and objects to create a 3-dimensional form
- Learn to bend fold and twist paper into shapes

### **Mixed media**

- Experiment with cutting lines and shapes
- Tear paper into shapes and add details to create creatures
- Make a torn paper collage
- Make a collage using different kinds of materials

Art lessons and activities for preschool are provided through: district art kits, existing VSA arts “Start with the Arts” curriculum, and teacher-initiated ideas.



# KINDERGARTEN ART

## ***Critical / Aesthetic Response:*** (Standards C & D)

Looking at works of art and reflecting on them critically and aesthetically can begin at any grade level. Student reflections and responses are focused by the use of art images in the classroom. **“Art” in the classroom does not always have to be an art production activity.** It can include longer discussions with images to enhance other curricular areas, or short discussions with students as they are waiting to transition to other activities.

***Working with images should become a daily or weekly practice for students.***

An effective method for leading student discussions is through the Aesthetic Scanning process. While looking at art works, students are guided through activities which develop perception, discussion, and critical thinking skills. The student is involved in ***describing, analyzing, interpreting, and evaluating*** works of art.

The following framework illustrates four general focus areas of Aesthetic Scanning and questioning. (See appendix for a more detailed explanation, sample questions and vocabulary terms.)

### AESTHETIC SCANNING PROCESS

<p><b>Description</b></p> <p>What do you see?</p> <ul style="list-style-type: none"><li>• Elements of design</li><li>• Subject matter</li></ul> <p>Standard C</p>	<p><b>Analysis</b></p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"><li>• Principles of design</li><li>• Technical properties</li></ul> <p>Standard C</p>
<p><b>Interpretation</b></p> <p>What meaning does the work have?</p> <p>What feelings are expressed?</p> <ul style="list-style-type: none"><li>• Mood or feeling</li><li>• Message or meaning</li><li>• Artist intent</li></ul> <p>Standard D</p>	<p><b>Judgment/Evaluation</b></p> <p>Is this work of art successful?</p> <p>Does it have strengths or weaknesses?</p> <ul style="list-style-type: none"><li>• Design/composition</li><li>• Historical significance</li><li>• Craftsmanship</li><li>• Originality</li><li>• Preference</li></ul> <p>Standard D</p>

**Scanning is to visual literacy like the ABC’S are to reading.**

## Elements and Principles of Design

The building blocks of all art are the Elements and Principles of Design; they give students the ability to create meaningful works of art. They also help students understand artistic intent in both their work and in the work of others. The Elements and Principles of Design have a similar relationship to art as the building blocks of letters and numbers have to reading and math Literacy.

At the kindergarten level students should be introduced to looking at images and discussing what they see. They should be introduced to the color wheel as well as the elements and principles of design as the building blocks of art.

<p><b>Elements of Design are the building blocks of art</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Line</b> Find and name a variety of lines including those that are straight, zigzag and curved</p> <p><b>Shape</b> Identify the basic shapes of square, rectangle, circle, oval, triangle, diamond</p> <p><b>Form</b> Recognize the difference between flat (2D) and not flat (3D)</p> <p><b>Color</b> Use a color wheel to identify colors by name and identify the primary color family</p> <p><b>Value</b> Indicate areas of light and dark within a work of art</p> <p><b>Texture</b> Identify the difference between smooth and not smooth.</p> <p><b>Space</b> Identify what looks near and far in works of art</p>	<p><b>Principles of Design are the way artists use the elemental building blocks</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Balance</b> Discuss if an art work feels balanced or feels like it's going to tip over</p> <p><b>Movement</b> Point out how lines in a work of art cause your eye to move around the art work</p> <p><b>Pattern/Rhythm/Repetition</b> Identify repetition of an element in art and use the word pattern to describe what is repeated</p> <p><b>Contrast</b> Identify areas of different lines or colors in a work of art</p> <p><b>Emphasis</b> Point out the most important part or area of an art work</p> <p><b>Unity/Harmony</b> Discuss whether an artwork seems complete</p> <p><b>Proportion/Scale</b> Compare size of objects in an artwork as an introduction to scale</p>
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### ***Historical and cultural context:*** (Standard B)

Through the study of art and artist from Alaska and around the world students gain an understanding and knowledge of contributions made by art and artists to culture and society.

**These are the suggested artist to explore at the Kindergarten level:**

Alaskan – **Ray Troll** (Born 1954 Corning, New York) Raised as an Air Force brat in a family of 6 kids, Ray grew up in 11 different locales around the states and overseas. Ray moved to Alaska in 1983 to spend a summer helping his sister start a seafood retail store. The fish store is long gone but Ray is not. Ray earned a Bachelor of Arts degree from Bethany College in Lindsborg, Kansas in 1977 and an MFA in studio arts from Washington State University in 1981.

[http://www.trollart.com/trollart\\_toplinks/aboutray.html](http://www.trollart.com/trollart_toplinks/aboutray.html)

North American – **Cassatt, Mary** (Born 1844- Allegheny City, Pennsylvania, Died 1926 Château de Beaufresne, France,) Cassatt grew up in an environment that viewed travel as integral to education; she spent 5 years in Europe and visited many of the capitals, including London, Paris, and Berlin. While abroad she learned German and French and had her first lessons in drawing and music. Mary Cassatt studied art at the Pennsylvania Academy where she learned painting and printmaking. Her paintings are known for informal subjects and composition. Many of her works depict mothers and their children. Cassatt was a unique artist because she was a woman who succeeded in what was in the nineteenth century a predominantly male profession. She was also the only American invited to exhibit with a group of independent artists later known as the Impressionists, and she responded in a very distinctive way to their mandate to portray modern life.

<http://www.ibiblio.org/wm/paint/auth/cassatt/>

<http://www.metmuseum.org/explore/cassatt/html/index.html>

[http://en.wikipedia.org/wiki/Mary\\_Cassatt](http://en.wikipedia.org/wiki/Mary_Cassatt)

Western European - **Van Gogh, Vincent** (Born 1853 Zundert Netherlands –Died 1890 France) Generally considered the greatest Dutch painter after Rembrandt, he had little success during his lifetime. Van Gogh began painting when he was twenty-seven and became the first great Dutch painter since the seventeenth century. His works, such as The Starry Night, are known for bright colors and swirling strokes of thick paint. The artist lived a troubled life and Van Gogh produced all of his work (some 900 paintings and 1100 drawings) during a period of only 10 years before he succumbed to mental illness (possibly bipolar disorder) and committed suicide. His fame grew rapidly after his death though Van Gogh sold only one painting in his lifetime. Today he is considered one of the world's most important artists.

<http://www.vggallery.com/>

<http://www.vangoghmuseum.nl/vgm/index.jsp?lang=en>

<http://www.vincentvangoghart.net/>

<http://www.vangoghgallery.com/>

World cultures – **Alaska Eskimo** (Dance fans) In Yup'ik group dances individuals often remain in one spot while rhythmically moving their upper body and arms, their gestures are accentuated by hand held dance fans

<http://www.nmai.si.edu/searchcollections/item.aspx?irn=267378&objtype=Personal%20items&objid=Fan>

See Art Kit found at District Media Center

### ***Art Production: (Standard A)***

When students are engaged in the creative process they have the opportunity to explore various media, tools, and techniques as well as learn critical 21<sup>st</sup> Century Skills such as creativity, innovation, problem solving, decision making, and collaboration with others.

**By then end of kindergarten students should have been introduced to the basic skills of:**

- Handling and working with scissors
- Handling and working with paint brushes of various types
- Working with a variety of paint mediums
- Working with both wet glue and glue sticks
- Working with various drawing tools
- Working with a color wheel and learning basic color families
- Learning to care for tools and materials properly
- Learning to work with tools safely

**The following are recommended art experiences for Kindergarten level students.**

**Drawing**

- Explore drawing using a wide variety of tools
- Practice drawing many different types of lines, shapes
- Draw from stories, imagination, nature, memory, and observation

**Painting**

- Explore working with a variety of paints including, but not limited to, tempera, watercolor, finger paints
- Practice using a wide variety of large and small painting tools (e.g. brushes, cardboard, fingers, sponges) to paint on both smooth and rough surfaces
- Explore the process of mixing colors

**Printmaking**

- Create patterns, textures and images by stamping with a variety of objects
- Create and use simple stencils
- Make a monoprint by pulling a print from a wet painting

**Sculpture**

- Practice manipulating clay or dough
- Assemble various materials and objects to create a 3-dimensional form
- Experiment with adding texture and pattern into soft forms
- Learn to bend, fold, and twist paper in to 3-dimensional forms

**Mixed media**

- Practice cutting straight and curved printed lines and shapes
- Create sculptures by combining two or more materials
- Make a torn or cut paper collage
- Make a collage using different kinds of materials

Art lessons and activities for kindergarten are provided through: district art kits, existing *Adventures in Art* curriculum, and teacher-initiated ideas.

## Art Kits

These are the kindergarten Project Articulate kits we have available for check out through the District Media Center. In time more kits will be created and made available.



### [Athabascan Mittens](#)

Grade level: Kindergarten

Students will examine the traditional lifestyle of Athabascan people. They will look at clothing, and the types and materials used for decoration. After looking closely at beading, students will design their own beaded mitten.



### [Color Critters](#)

Grade level: Kindergarten

Students will listen to the story White Rabbit's Color Book in which White Rabbit jumps through primary color paints and turns brown. After some practice in mixing primary colored oil pastels in many combinations and discovering new colors, they will create a colorful critter from their practice sheet.



### [Henry Moore Sculpture](#)

Grade level: Kindergarten

Students will study the artist Henry Moore who made sculptures of people. They create a simple figure out of paper and clay. These figures include "holes" or negative space in the style of Henry Moore's sculptures.



### [Landscapes with David Mollett](#)

Grade level: Kindergarten

Students examine landscapes by Fairbanks artist David Mollett looking at fore, middle and backgrounds. They then paint a landscape demonstrating what they learned.



### [Love Those Anemones](#)

Grade level: Kindergarten

Students look at pictures of sea anemones and discuss radial design. They learn primary colors and then paint a large anemone with a wave-line background.



### [Shape-Ka-Bobs](#)

Grade level: Kindergarten

Students will learn about textures. They will go on a texture hunt in their room naming textures they find. Then they will make rubbings from texture forms, cut them out, and put them on a stick to make a "Shape-ka-Bob."



### [Sunflowers](#)

Grade level: Kindergarten

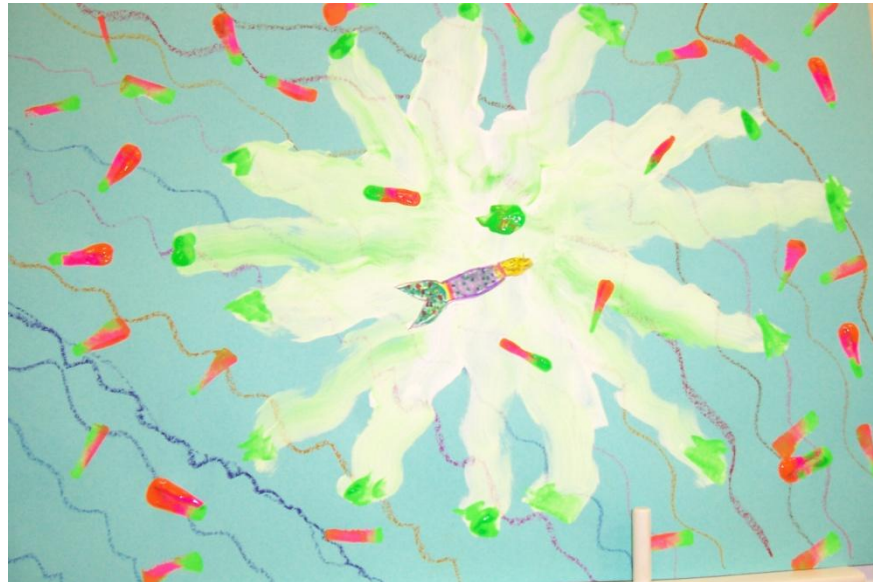
Students read book Camille and the Sunflowers, a story about Vincent Van Gogh, and learn of his love for painting sunflowers. Inspired by this, they paint a sunflower of their own.



### [Vincent Van Gogh Self-Portraits](#)

Grade level: Kindergarten

Students study the self-portraits of the Dutch painter Vincent Van Gogh. They look at his impressionist style of painting and then create their own self-portrait in tempera paints.



# FIRST GRADE ART

## ***Critical / Aesthetic Response:*** (Standards C & D)

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The following framework illustrates four general focus areas of Aesthetic Scanning and questioning. (See appendix for a more detailed explanation, sample questions and vocabulary terms.)

### AESTHETIC SCANNING PROCESS

<p style="text-align: center;"><b>Description</b></p> <p>What do you see?</p> <ul style="list-style-type: none"><li>• Elements of design</li><li>• Subject matter</li></ul> <p style="text-align: right;">Standard C</p>	<p style="text-align: center;"><b>Analysis</b></p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"><li>• Principles of design</li><li>• Technical properties</li></ul> <p style="text-align: right;">Standard C</p>
<p style="text-align: center;"><b>Interpretation</b></p> <p>What meaning does the work have? What feelings are expressed?</p> <ul style="list-style-type: none"><li>• Mood or feeling</li><li>• Message or meaning</li><li>• Artist intent</li></ul> <p style="text-align: right;">Standard D</p>	<p style="text-align: center;"><b>Judgment/Evaluation</b></p> <p>Is this work of art successful? Does it have strengths or weaknesses?</p> <ul style="list-style-type: none"><li>• Design/composition</li><li>• Historical significance</li><li>• Craftsmanship</li><li>• Originality</li><li>• Preference</li></ul> <p style="text-align: right;">Standard D</p>

**Scanning is to visual literacy like the ABC’S are to reading.**

## Elements and Principles of Design

The building blocks of all art are the Elements and Principles of Design; they give students the ability to create meaningful works of art. They also help students understand artistic intent in both their work and in the work of others. The Elements and Principles of Design have a similar relationship to art as the building blocks of letters and numbers have to reading and math literacy.

At the first grade level students should be able to look at images and discuss what they see. They should be re-introduced to the color wheel and the elements and principles of design as the building blocks of art.

<p><b>Elements of Design are the building blocks of art</b></p> <p><b>Using art images first grade students should be able to:</b></p> <p><b>Line</b> Identify and name a variety of lines and their positions (horizontal, vertical, diagonal)</p> <p><b>Shape</b> Identify and name basic geometric shapes, compare and contrast these shapes for similarities and differences</p> <p><b>Form</b> Identify the difference between objects that appear, or are, flat and not flat</p> <p><b>Color</b> Using a color wheel identify the two color families of primary and secondary and name the colors in each family</p> <p><b>Value</b> Recognize the difference between light and dark in the same color</p> <p><b>Texture</b> Identify actual texture and use texture words to describe what is felt</p> <p><b>Space</b> Find overlapping objects and discuss what looks closer and why</p>	<p><b>Principles of Design are the way artists use the elemental building blocks</b></p> <p><b>Using art images first grade students should be able to:</b></p> <p><b>Balance</b> Describe symmetry as being the same on both sides of a center line</p> <p><b>Movement</b> Identify ways the artist uses color to move your eyes around the art work</p> <p><b>Pattern/Rhythm/Repetition</b> Find a repetition of line or shape patterns in works of art</p> <p><b>Contrast</b> Identify and discuss areas of difference in a work of art including line, shape, and color</p> <p><b>Emphasis</b> Point out and discuss the most important area in an art work</p> <p><b>Unity/Harmony</b> discuss whether an artwork seems complete and why</p> <p><b>Proportion/Scale</b> Compare size of forms and objects within art as an introduction to scale</p>
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## ***Historical and cultural context:*** (Standard B)

Through the study of art and artist from Alaska and around the world students gain an understanding and knowledge of contributions made by artists to culture and society.

### **These are the suggested artist to explore at the first grade level:**

Alaskan – **Todd Sherman** (Born in the Territory of Alaska. He has lived in Fairbanks since 1974) For more than 24 years he has been an exhibiting professional artist, with works in drawing, painting, sculpture and printmaking. As an Associate Professor of Art with the University of Alaska Fairbanks, Todd Sherman teaches printmaking and creates his artwork in Interior Alaska. His work was selected for inclusion in the Smithsonian Institution's 1978 **Contemporary Art from Alaska** exhibition that toured the U.S., and in the **25<sup>th</sup> Anniversary Exhibit** at the Anchorage Museum of Art and History in 1993. Mr. Sherman was one of 22 international artists participating in the Copper River Delta Project through the Netherlands-based Artist for Nature Foundation. This project includes a major exhibition of the works created during the artists stay in Cordova, Alaska in July 1995 and May 1997.

<http://www.toddsherman.com/>

North American – **Faith Ringgold** (Born October 1930 Harlem NY -) African American artist, best known for her painted story quilts. Faith Ringgold was born and raised in Harlem and educated at the City College of New York, where she studied with Robert Gathmey and Yasuo Kuniyoshi. She received an M.A. from the college in 1959. She was greatly influenced by the fabric she worked with at home with her mother, who was a fashion designer, and has used fabric in many of her artworks. She is especially well-known for her painted story quilts which blur the line between "high art" and "craft" by combining painting, quilted fabric, and storytelling. She modeled her "story quilts" on the Buddhist Thangkas, lovely pictures painted on fabric and quilted or brocaded which could then be easily rolled up and transported. She has influenced numerous modern artists, including Linda Freeman, and known some of the greatest African American artists personally, including Romare Bearden, Jacob Lawrence, and Betye Saar.

<http://www.faithringgold.com/>

[http://www.hearnefineart.com/hfa2/artist2\\_ringgold.html](http://www.hearnefineart.com/hfa2/artist2_ringgold.html)

Western European – **Henri Matisse** (Born 1869 Picardy France –Died 1954 Nice) While studying to become a lawyer, Matisse felt the urge to paint and joined a group of artists known as Fauves (the French word for wild beasts). These revolutionary artists filled their canvases with vigorous brushstrokes and raw, bright, hot colors that sizzled. The artist's use of intense colors and simplified complex subjects moved him to the forefront of Fauvism. Matisse had a marvelous ability to look at a complex subject and reduce it to its simplest elements. Matisse's artistic career was long and varied, covering many different styles of painting from Impressionism to near Abstraction. Early on in his career Matisse was viewed as a Fauvist, and his celebration of bright colors reached its peak in 1917 when he began to spend time on the French Riviera at Nice and Vence. Here he concentrated on reflecting the sensual color of his surroundings and completed some of his most exciting paintings. In 1941 Matisse was diagnosed as having duodenal cancer and was permanently confined to a wheelchair. It was in this condition that he did much of his colorful collage and cut paper works.

<http://www.henri-matisse.net/biography.html>

<http://artchive.com/artchive/M/matisse.html#images>  
<http://www.ibiblio.org/wm/paint/auth/matisse/>

World cultures – **The art of Mexico and Latin America** As our closest neighbor to the south Mexico provides wonderful opportunities to study many cultural traditions that have migrated to America with immigrants from that country.

<http://www.latinamericanfolkart.com/>  
<http://hands-around-the-world.com/>  
<http://indian-cultures.com/Cultures/Links.html>

Look for works of art that can enhance your social studies and language arts curriculums. The use of images can give your student a broader glimpse of cultural traditions they may not be familiar with.

### ***Art Production: (Standard A)***

When students are engaged in the creative process they have the opportunity to explore various media, tools, and techniques as well as learn critical 21<sup>st</sup> Century Skills such as creativity, innovation, problem solving, decision making, and collaboration with others.

**By then end of first grade students should have been *reintroduced* to the basic skills of:**

- Holding and working with scissors
- Holding and working with paint brushes of various types
- Working with a variety of paint mediums
- Working with a color wheel and learning basic color families
- Working with both wet glue and glue sticks
- Working with various drawing tools
- Learning to care for tools and materials properly
- Learning to work with tools safely

**The following are recommended art experiences for first grade students.**

#### **Drawing**

- Explore drawing using a wide variety of tools
- Practice drawing and describing many different types of lines
- Combine simple shapes to create more complex forms
- Draw from stories, imagination, nature, memory, and observation
- Draw pictures that use overlapping and size to show distance

#### **Painting**

- Explore working with a variety of paints including, but not limited to, tempera, watercolor, finger paints
- Practice using a wide variety of painting tools (e.g. brushes cardboard, fingers sponges) to paint
- Use large and small brushes to paint on smooth and rough surfaces
- Explore the process of mixing light, dark and secondary colors

### **Printmaking**

- Create patterns, textures and images by stamping with a variety of found objects
- Create and use simple stencils
- Make a crayon rubbing from a tag board relief collage
- Make a relief print using glue lines
- Make a series of images using a transfer printing process

### **Sculpture**

- Practice manipulating clay or dough to make simple forms
- Experiment with adding texture and pattern into soft forms
- Assemble various materials and objects to create a 3-dimensional sculpture
- Learn to bend fold and twist paper in to 3-dimensional forms

### **Mixed media**

- Practice cutting straight and curved printed lines and shapes
- Create works of art by combining two or more materials
- Make printed or painted paper to be used in a collage later
- Make a torn or cut paper collage
- Make a collage using different kinds of materials that show texture

Art lessons and activities for first grade are provided through: district art kits, existing *Adventures in Art* curriculum, and teacher-initiated ideas.

### **Art Kits**

These are the first grade Project Articulate kits available for check out through the District Media Center. In time more kits will be created and made available.



#### [A Color Of Our Own](#)

Grade level: 1

This lesson is based on the illustrations in the book “A Color of His Own”, by Leo Lionni. Students each produce a cut out chameleon in Lionni’s style and two pages of painted paper. They camouflage their chameleons in the painted paper. Both can be made into a class book or a bulletin board.



#### [African Painted Rhythms](#)

Grade level: 1

Students learn about warm and cool colors as they create an artwork using lines, texture and pattern. South African music inspires the rhythm and patterns as students use watercolors to create the final product.



#### [Alaska Bear Dreams](#)

Grade level: 1

Students learn about the habits and habitats of Alaska’s bears. After reading and sharing a children’s book on bears, students explore the topic of hibernation. They create a drawing of a hibernating bear, complete with cut paper shapes representing the bear’s dreams.



### [Animal Portraits with Todd Sherman](#)

Grade level: 1

Students are introduced to the colorful portraits of Fairbanks artist Todd Sherman. Todd enjoys painting animals, friends and family, often adding humor to his art by having animals acting and looking like people. Students paint their own "self-portrait" as an Alaskan animal in the style of Todd Sherman.



### [Eric Carle Mural](#)

Grade level: 1

After sharing the book *Where are You Going? To See my Friend*, students discuss real and abstract artwork. They will learn how to use texture rubbings to create torn paper animals and people. Students then assemble a collaborative work of art displaying characters from the book.



### [Folded Lines](#)

Grade level: 1

Students learn about two different artists, Alexander Calder and Piet Mondrian. They compare the two types of art they both used--sculpture and painting. They create their own 3D work of art combining these two artist styles.



### [Mondrian Trees](#)

Grade level: 1

Students learn about Piet Mondrian who painted trees all his life using different styles. They then draw and paint a tree in the style of Piet Mondrian.



### [Mouse Colors](#)

Grade level: 1

Students learn the primary colors and discover what happens when paints are mixed by experimenting on large paper. While their paintings dry, students read *Mouse Paint* by Ellen Stoll Walsh. Then a class graph is created to see which colors they found. Each student traces a "foot" on their dried painted paper, cuts it out and glues it to the color graph in the matching color column.



### [On Mother's Lap](#)

Grade level: 1

Students view impressionist artwork while discussing the subject of family closeness. Students then share the book *On Mother's Lap*, by Ann Hebert Scott. Students create an interactive artwork involving a chair and puppets. Students can tell stories about their own families using their artwork.

## SECOND GRADE ART

### ***Critical / Aesthetic Response:*** (Standards C & D)

Looking at works of art and reflecting on them critically and aesthetically can begin at any grade level. Student reflections and responses are focused by the use of art images in the classroom. **“Art” in the classroom does not always have to be an art production activity.** It can include longer discussions with images to enhance other curricular areas, or short discussions with students as they are waiting to transition to other activities.

***Working with images should become a daily or weekly practice for students.***

An effective method for leading student discussions is through the Aesthetic Scanning process. While looking at art works, students are guided through activities which develop perception, discussion, and critical thinking skills. The student is involved in ***describing, analyzing, interpreting, and evaluating*** works of art.

The following framework illustrates four general focus areas of Aesthetic Scanning and questioning. (See appendix for a more detailed explanation, sample questions and vocabulary terms.)

#### AESTHETIC SCANNING PROCESS

<p style="text-align: center;"><b>Description</b></p> <p>What do you see?</p> <ul style="list-style-type: none"><li>• Elements of design</li><li>• Subject matter</li></ul> <p style="text-align: right;">Standard C</p>	<p style="text-align: center;"><b>Analysis</b></p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"><li>• Principles of design</li><li>• Technical properties</li></ul> <p style="text-align: right;">Standard C</p>
<p style="text-align: center;"><b>Interpretation</b></p> <p>What meaning does the work have? What feelings are expressed?</p> <ul style="list-style-type: none"><li>• Mood or feeling</li><li>• Message or meaning</li><li>• Artist intent</li></ul> <p style="text-align: right;">Standard D</p>	<p style="text-align: center;"><b>Judgment/Evaluation</b></p> <p>Is this work of art successful? Does it have strengths or weaknesses?</p> <ul style="list-style-type: none"><li>• Design/composition</li><li>• Historical significance</li><li>• Craftsmanship</li><li>• Originality</li><li>• Preference</li></ul> <p style="text-align: right;">Standard D</p>

**Scanning is to visual literacy like the ABC’S are to reading.**

## Elements and Principles of Design

The building blocks of all art are the Elements and Principles of Design; they give students the ability to create meaningful works of art. They also help students understand artistic intent in both their work and in the work of others. The Elements and Principles of Design have a similar relationship to art as the building blocks of letters and numbers have to reading and math literacy.

At the second grade level students should be able to look at images and discuss what they see in visual works of art. They should be able to use the color wheel and identify the elements and principles of design as being the building blocks of art, and they should be able to give their opinion about what they are looking at.

<p><b>Elements of Design are the building blocks of art</b></p> <p><b>Using art images second grade students should be able to:</b></p> <p><b>Line</b> Use appropriate vocabulary, find, identify, and describe a variety of lines in both the classroom and in works of art</p> <p><b>Shape</b> Identify basic shapes and observe how shapes work together to form objects</p> <p><b>Form</b> Locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder</p> <p><b>Color</b> Use a color wheel to identify what colors belong in the various color families of primary, secondary, warm and cool</p> <p><b>Value</b> Find a range of values from light to dark in a work of art</p> <p><b>Texture</b> Know that texture is something that can be felt, and use words to describe how something feels (not just what it reminds them of)</p> <p><b>Space</b> Point out how objects can appear closer when they are larger relative to other objects and when they are placed lower in the picture plane</p>	<p><b>Principles of Design are the way artists use the elemental building blocks</b></p> <p><b>Using art images second grade students should be able to:</b></p> <p><b>Balance</b> Identify lines of symmetry that are horizontal, vertical or diagonal</p> <p><b>Movement</b> Discuss how the use of line, color and shape create movement in art</p> <p><b>Pattern/Rhythm/Repetition</b> Identify patterns of line shape and color in works of art and use descriptive words to describe the patterns</p> <p><b>Contrast</b> Identify areas of difference in works of art using the words dark, light, smooth, and textured</p> <p><b>Emphasis</b> Identify the center of interest in an art work and discuss why this is an important area</p> <p><b>Unity/Harmony</b> Discuss why some artwork seems complete and why others do not</p> <p><b>Proportion/Scale</b> Compare the relative sizes of objects or people as an introduction to scale</p>
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## ***Historical and cultural context: (Standard B)***

Through the study of art and artist from Alaska and around the world students gain an understanding and knowledge of contributions made by art and artists to culture and society.

**These are the suggested artist to explore at the second grade level:**

Alaskan – **Melvin Olana** ( Born 1941 near Shishmaref Alaska-Died 1991in Suquamish WA) Melvin Olanna an Alaskan Native artist grew up living a subsistence lifestyle in Ikpiik, near Shishmaref. He was born with one leg an inch and a half shorter than the other. It became obvious to him that he would have to become successful with his hands, rather than his legs. He also contracted tuberculosis at a very young age. He spent a lot of time in and out of hospitals, and eventually was cured. To pass the time in the hospital, Melvin would sketch drawings of animals. Melvin's father was a carver (sculptor) in Shishmaref, and taught Melvin how to carve. In an interview, Melvin tells the story of how he pretended to be sick one Sunday so he could stay home from church and carve a piece of ivory he had found with his father's tools. He then sold the carving through his Uncle's store for seventy-five cents. He used the money to buy more carving material. Melvin continued to be interested in art and earned a fellowship to the American Indian Arts School in Santa Fe, New Mexico. There he learned how to carve other materials such as marble and alabaster. He also learned from other American Indian artists at the school.  
<http://www.ahgupuk.com/Melvin%20Olanna.htm>

North American – **Deborah Butterfield** (Born May 1949 San Diego, California -) American sculptor. She was born in San Diego, California on 7 May, 1949, and divides her time between a ranch in Bozeman, Montana and studio space in Hawaii. She is known for her sculptures of horses made from found objects, like metal, and especially pieces of wood. Deborah. With extraordinary focus and conviction, Butterfield works independently of the tides of trends and art movements. She has become a master of three-dimensional images of horses, building her sculptures with no sketches or maquettes, working directly with wood pieces or found metal scraps.  
<http://www.tfaoi.com/aa/5aa/5aa365.htm>  
[http://www.gallerypauleanglim.com/Gallery\\_Paule\\_Anglim/Deborah\\_Butterfield.html](http://www.gallerypauleanglim.com/Gallery_Paule_Anglim/Deborah_Butterfield.html)  
[http://en.wikipedia.org/wiki/Deborah\\_Butterfield](http://en.wikipedia.org/wiki/Deborah_Butterfield)

Western European – **Paul Klee** (Born December 1879 Münchenbuchsee, Switzerland – Died June 1940 Switzerland) Klee was a Swiss-born artist who spent most of his life in Germany. He joined a group called De Blau Reiter (The Blue Rider), an Expressionist group of artists who exerted a powerful influence on twentieth-century art. Klee was a natural draftsman who experimented with and mastered color theory. He wrote extensively about it, and his lectures on *form and design theory*, are considered so important for modern art that they are compared to the importance that Leonardo's *A Treatise on Painting* had for Renaissance. Always interested in children's art, he developed a style that combined his personal wit with a child-like vision of the mysteries of life. Most of his work has a happy quality that elicits questions but provides no answers.  
<http://www.paulklee.com/>

<http://www.ibiblio.org/wm/paint/auth/klee/>  
<http://www.artchive.com/artchive/K/klee.html>

World cultures – **Asia** Asia is a large continent with many different people groups, each of whom have their own customs and traditions. If you consistently teach Chinese or Japanese topics you may want to consider looking into the cultures of some of the smaller countries, or into the cultures of Russia.

<http://www.asianart.org/educatorresources.htm#slides>  
<http://witcombe.sbc.edu/ARTHLinks3.html>

Look for works of art that can enhance your social studies and language arts curriculums. The use of images can give your student a broader glimpse of cultural traditions they may not be familiar with.

### ***Art Production: (Standard A)***

When students are engaged in the creative process they have the opportunity to explore various media, tools, and techniques as well as learn critical 21<sup>st</sup> Century Skills such as creativity, innovation, problem solving, decision making, and collaboration with others.

**By then end of second grade students should have been reintroduced to the basic skills of:**

- Holding and working with scissors
- Holding and working with paint brushes of various types
- Working with a variety of paint mediums
- Working with a color wheel and learning basic color families
- Working with both wet glue and glue sticks
- Working with various drawing mediums
- Working with various drawing and measuring tools including straight edges rulers and compasses
- Working with a variety of printing mediums
- Caring for tools and materials properly
- Working with tools safely

**The following are recommended art experiences for second grade students.**

#### **Drawing**

- Explore drawing using a wide variety of tools
- Practice drawing with many different types of line qualities
- Use straight edges to draw geometric shapes
- Combine simple shapes to create more complex forms
- Draw from stories, imagination, nature, memory, and observation
- Draw pictures that use overlapping, placement and size to show distance
- Draw pictures that show foreground and background

#### **Painting**

- Explore working with a variety of paints including, but not limited to, tempera, watercolor, finger paints, tempera blocks
- Practice using a wide variety of painting tools (e.g. brushes cardboard, fingers sponges)



- Use large and small brushes to paint on smooth and rough surfaces
- Create Eric Carl type papers to be used for collage
- Explore the process of mixing tints, shades and secondary colors
- Choose a color family to paint a picture that shows a mood

#### **Printmaking**

- Create patterns, textures and images by stamping with a variety of found objects
- Create and use simple stencils by tracing a shape and cutting it out
- Make a crayon rubbing from a variety of surfaces
- Make a relief print by creating and using a raised surface block
- Print a repeating pattern using student created stamps

#### **Sculpture**

- Practice making various forms in clay including pinch pots and animal forms
- Experiment with adding texture and pattern into clay forms
- Assemble various materials and objects to create a 3-dimensional sculpture
- Practice bending, folding, cutting and twisting paper in to 3-dimensional forms

#### **Mixed media**

- Create works of art by combining two or more materials
- Make printed or painted paper to be used in a collage later
- Make a torn or cut paper collage
- Explore fiber arts through sewing with yarn on burlap
- Create a symmetrical picture by gluing (collage) paper and fabric onto a surface

Art lessons and activities for second grade are provided through: district art kits, existing *Adventures in Art* curriculum, and teacher-initiated ideas.

#### **Art Kits**

These are the second grade Project Articulate kits available for check out through the District Media Center. In time more kits will be created and made available.



#### **Butterflies and Bugs** –

Grade level: 2

Students look at butterflies and bugs in nature to learn about symmetry. They make a symmetrical butterfly or bug.



#### **Charles Mason: Photographer**

Grade level: 2

Students examine the work of Fairbanks photographer Charles Mason and make a special humorous collage, combining multiple images they unify with charcoal gray tone techniques to simulate black and white photography.



### [Chimpanzees and Dr. Jane Goodall](#)

Grade level: 2

Students study Dr. Jane Goodall and her work with chimpanzees. They learn about the environment they live in and learn to draw a chimpanzee in its natural habitat.



### [Collaborative Peace](#)

Grade level: 2

The book No One Can Ever Steal Your Rainbow by Barbara Meislin is used for inspiration. The students create a "peace" mural by designing their own rainbow on 'puzzle pieces' and assembling into a class mural. Each student writes a wish for the world and the wishes then become part of the art.



### [Dinosaur Texture](#)

Grade level: 2

Students look at many dinosaur species and then concentrate on their shapes as they draw a dinosaur. The texture on the dinosaur's body is rubbed on from texture boards. Students collage and draw a background with layers of land for the dinosaur.



### [Masks and Symmetry](#)

Grade level: 2

Students look at various examples of cultural masks, discussing symmetry and design. They then make their own symmetrical mask using paper and oil pastels.



### [Story Sculptures](#)

Grade level: 2

Students will discuss what is 2- and 3- dimensional and what a sculpture is. They will then look at examples of art in their community. Students will create a small free-standing sculpture based on a story (any good story will do.) This is a model of a larger sculpture they are proposing to build for an imaginary new library.



### [Shaveroonies](#)

Grade level: 2

Students create "shaveroonies"-- imaginative creatures from outer space. They are made by cutting paper (shaving it), texturing the pieces and piecing them together into fanciful creatures.



### [Textured Landscapes](#)

Grade level: 2

Students study Grant Wood and look at his unique paintings of Iowa. They draw a landscape, texture and pattern it, and add color sparingly to complete their art.



### [Trees And Beyond](#)

Grade level: 2

Students examine Van Gogh paintings of landscapes paying particular attention to near and far. They learn that size and placement of trees are important to show perspective. After learning to draw basic tree forms, students create a landscape that shows perspective using markers and oil pastels.

## THIRD GRADE ART

### ***Critical / Aesthetic Response:*** (Standards C & D)

Looking at works of art and reflecting on them critically and aesthetically can begin at any grade level. Student reflections and responses are focused by the use of art images in the classroom. **“Art” in the classroom does not always have to be an art production activity.** It can include longer discussions with images to enhance other curricular areas, or short discussions with students as they are waiting to transition to other activities.

***Working with images should become a daily or weekly practice for students.***

An effective method for leading student discussions is through the Aesthetic Scanning process. While looking at art works, students are guided through activities which develop perception, discussion, and critical thinking skills. The student is involved in ***describing, analyzing, interpreting, and evaluating*** works of art.

The following framework illustrates four general focus areas of Aesthetic Scanning and questioning. (See appendix for a more detailed explanation, sample questions, and vocabulary terms.)

#### AESTHETIC SCANNING PROCESS

<p style="text-align: center;"><b>Description</b></p> <p>What do you see?</p> <ul style="list-style-type: none"><li>• Elements of design</li><li>• Subject matter</li></ul> <p style="text-align: right;">Standard C</p>	<p style="text-align: center;"><b>Analysis</b></p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"><li>• Principles of design</li><li>• Technical properties</li></ul> <p style="text-align: right;">Standard C</p>
<p style="text-align: center;"><b>Interpretation</b></p> <p>What meaning does the work have? What feelings are expressed?</p> <ul style="list-style-type: none"><li>• Mood or feeling</li><li>• Message or meaning</li><li>• Artist intent</li></ul> <p style="text-align: right;">Standard D</p>	<p style="text-align: center;"><b>Judgment/Evaluation</b></p> <p>Is this work of art successful? Does it have strengths or weaknesses?</p> <ul style="list-style-type: none"><li>• Design/composition</li><li>• Historical significance</li><li>• Craftsmanship</li><li>• Originality</li><li>• Preference</li></ul> <p style="text-align: right;">Standard D</p>

**Scanning is to visual literacy like the ABC’S are to reading.**

## Elements and Principles of Design

The building blocks of all art are the Elements and Principles of Design; they give students the ability to create meaningful works of art. They also help students understand artistic intent in both their work and in the work of others. The Elements and Principles of Design have a similar relationship to art as the building blocks of letters and numbers have to reading and math Literacy.

At the third grade level students should be able to look at images and discuss what they are seeing in those images. They should be able to use the color wheel, identify the elements and principles of design as being the building blocks of art, and they should be able to give their opinion about what they are looking at.

<p><b>Elements of Design are the building blocks of art</b></p> <p><b>Using art images third grade students should be able to:</b></p> <p><b>Line</b> Identify and talk about lines that have a variety of qualities including differences in size, shape, length and direction, and understand that lines can exhibit more than one quality at once</p> <p><b>Shape</b> Identify organic and geometric shapes; find both kinds of shapes in works of art</p> <p><b>Form</b> State whether an art work is 2-Dimensional or 3-Dimensional and why</p> <p><b>Color</b> Identify the various color families of primary, secondary, warm, cool and be able to describe the color mixing process of making secondary colors</p> <p><b>Value</b> Recognize how values can change by the addition of black or white</p> <p><b>Texture</b> Find actual and visual texture and use descriptive words to describe it</p> <p><b>Space</b> Identify and use the terms foreground middle ground and background</p>	<p><b>Principles of Design are the way artists use the elemental building blocks</b></p> <p><b>Using art images third grade students should be able to:</b></p> <p><b>Balance</b> Recognize the difference between radial, and bilateral symmetry</p> <p><b>Movement</b> Point out how both real and implied line create a sense of movement in an art work</p> <p><b>Pattern/Rhythm/Repetition</b> Recognize that repetition creates the visual illusion of rhythm</p> <p><b>Contrast</b> Identify areas of difference in works of art using the words dark, light, smooth, textured, and use vocabulary to describe differences in lines and shapes</p> <p><b>Emphasis</b> Identify the center of interest or focal point in an art work and discuss why and what makes this an important area</p> <p><b>Unity/Harmony</b> Discuss why some artwork seems complete or unified and others do not</p> <p><b>Proportion/Scale</b> Look at an object and compare the relationship of one part to another and to the whole as an introduction to proportion</p>
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## ***Historical and cultural context:*** (Standard B)

Through the study of art and artist from Alaska and around the world students gain an understanding and knowledge of contributions made by artists to culture and society.

### **These are the suggested artist to explore at the third grade level:**

Alaskan – **John Hoover** (Born 1919 Cordova -): Aleut sculptor His carvings of long curvilinear mythological forms find their roots in the traditions of the Aleut culture. Hoover's work expresses the interrelationship between humans, animals and nature. His weave of serious intensity and lyrical humor create distinct forms that demand the attention of the viewer. Carving in the texture of each piece and rubbing in the pigments allow the viewer to see how the hand of the artist relates to the material. As a young man, Hoover committed a great deal of his time to the pursuit of painting. It wasn't until sometime later, while building a 58-foot fishing boat, that Hoover's interest in sculpture came to life. Not having enough power tools, he shaped the timbers by hand, inspiring him to carve beautiful shapes. By 1960 Hoover put all of his creative efforts into sculpting in the native cedar woods. Gentle, peaceful forms began to saturate all his carvings. "The idea of Spirit Helpers, the close relationship between man, animal, nature is real and meaningful to me, and like the Shaman's of old, I try to make Healing images for the Soul." –John Hoover

<http://www.quintanagalleries.com/htmls/artists/pages/Artists-657.htm>

<http://www.tfaoi.com/aa/3aa/3aa135e.htm>

[http://www.turtletrack.org/Issues03/Co01252003/CO\\_01252003\\_Artist\\_John\\_Hoover.htm](http://www.turtletrack.org/Issues03/Co01252003/CO_01252003_Artist_John_Hoover.htm)

North American – **Alexander Calder** (Born July 1898 Lawnton, Pennsylvania, - Died 1976 New York) Alexander Calder was among the first American sculptors to work with abstract forms in space. Calder created an imaginative menagerie of animals from wire and scraps of other materials, which looked like whimsical drawings in space. The light and airy feeling of his space drawings was carried into more technical constructions called mobiles. His mobiles hung from a single point and were constructed so that every movement produced a change in the visual configuration. In addition to mobile and stabile sculpture, Alexander Calder also created paintings, lithographs, toys, tapestry and jewelry.

<http://www.calder.org/>

<http://www.whitney.org/Collection/AlexanderCalder>

Western European – **Picasso** (Born October 1923 Spain- April 1973 France): Spanish painter, draughtsman, and sculptor. He is best known for co-founding the Cubist movement and for the wide variety of styles embodied in his work. Among his most famous works are the proto-Cubist *Les Femmes d'Alger* (1907) and *Guernica* (1937), his portrayal of the German bombing of Guernica during the Spanish Civil War. Picasso demonstrated uncanny artistic talent in his early years, painting in a realistic manner through his childhood and adolescence; during the first decade of the twentieth century his style changed as he experimented with different theories, techniques, and ideas. His revolutionary artistic accomplishments brought him universal renowned and immense fortunes throughout his life, making him the best-known figure in twentieth century art.

<http://www.artchive.com/artchive/P/picasso.html>

[http://en.wikipedia.org/wiki/Pablo\\_Picasso](http://en.wikipedia.org/wiki/Pablo_Picasso)

[http://www.picasso.fr/us/picasso\\_page\\_map.php](http://www.picasso.fr/us/picasso_page_map.php)

World cultures – **Australia** The most common types of Aboriginal art found in Australia is dot painting and x-ray drawings.

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=652](http://edsitement.neh.gov/view_lesson_plan.asp?id=652)

<http://www.aboriginal-art.com/>

<http://www.aboriginalart.com.au/gallery/>

<http://www.oneworldmagazine.org/gallery/abo/>

Look for works of art that can enhance your social studies and language arts curriculums. The use of images can give your student a broader glimpse of cultural traditions they may not be familiar with

### ***Art Production: (Standard A)***

When students are engaged in the creative process they have the opportunity to explore various media, tools, and techniques as well as learn critical 21<sup>st</sup> Century Skills such as creativity, innovation, problem solving, decision making, and collaboration with others.

**By then end of third grade students should have been reintroduced to the basic skills of:**

- Holding and working with scissors
- Holding and working with paint brushes of various types
- Working with a variety of paint mediums
- Working with a color wheel and learning basic color families
- Working with both wet glue and glue sticks
- Working with various drawing mediums
- Working with various drawing and measuring tools including straight edges rulers and compasses
- Working with a variety of printing mediums
- Caring for tools and materials properly
- Working with tools safely

**The following are recommended art experiences for third grade students.**

#### **Drawing**

- Explore contour and gesture drawing using a wide variety of tools
- Practice drawing many different types of lines and shapes to create non-objective art
- Use straight edges and templates to draw geometric and organic shapes
- Combine simple shapes to create more complex forms such as animals and people
- Draw from stories, imagination, nature, memory, and observation
- Draw pictures that show distance through the use overlapping, placement size and value intensity
- Draw pictures that show foreground, middle ground, and background

#### **Painting**

- Explore working with a variety of paints including, but not limited to, tempera, watercolor, finger paints, tempera blocks

- Practice painting using a wide variety of painting tools (e.g. brushes, cardboard, fingers, sponges)
- Use a variety of brushes to paint on smooth and rough, and wet and dry surfaces
- Explore the process of color mixing to show value and mood in a painting
- Paint monochromatic design paintings

#### **Printmaking**

- Create and use simple stencils by drawing a shape and cutting it out
- Use Styrofoam and water based markers to create a monoprint
- Make a relief print by creating and using a raised surface block with string or glue
- Print a repeating pattern using student created stamps and found objects

#### **Sculpture**

- Practice making containers in clay using coil construction techniques
- Experiment with adding texture and pattern into clay forms
- Assemble various materials and objects to create a 3-dimensional sculpture then draw the sculpture to identify the difference between shape and form
- Practice bending, folding, cutting and twisting paper in to 3-dimensional forms

#### **Mixed media**

- Create works of art by combining two or more materials
- Make printed or painted paper to be used in a collage later
- Make a torn or cut paper collage
- Explore fiber arts through sewing or weaving
- Show texture in a drawing through the use of crayon rubbings

Art lessons and activities for third grade are provided through: district art kits, existing *Adventures in Art* curriculum, and teacher-initiated ideas.

#### **Art Kits**

These are the third grade Project Articulate kits available for check out through the District Media Center. In time more kits will be created and made available.



#### [Alaska Animals and Franz Marc](#)

Grade level: 3

Students study the animal paintings of Franz Marc, a German painter. They look for simple shapes in the animals that he painted, and also in the Alaskan animals that they will draw. Each student makes one animal pattern and traces it to make a group of animals. They design their art using overlapping animals and warm, cool and neutral colors.



#### [Caribou on the Tundra](#)

Grade level: 3

Students learn about the habits and habitat of caribou and their relationship to Athabascan people. They draw lichen growing on the tundra using layers of land to show perspective. Tissue paper and watercolor paint embellish the caribou on the tundra collage.



### [Celebrating the Art Elements](#)

Grade level: 3

Students discuss art made by the famous American Pop artist, Roy Lichtenstein. They look for the elements of art, using art vocabulary. Students use these elements to develop a drawing/painting/collage.



### [Expressionist Environments](#)

Grade level: 3

Students look at 2D and 3D art and artists. They create their own 3D environment using paper folding and cutting techniques. Embellishments are added with color and pattern.



### [Faith Ringgold: Our Own Story Quilts](#)

Grade level: 3

This lesson is designed to teach in two sessions. Students study the work of artist, teacher, author and illustrator Faith Ringgold. They create a story quilt with a well-developed drawing based on a personal memory. Finished work includes a written memory sentence and a colorful pieced border.



### [Flower Parts](#)

Grade level: 3

The parts of flowers are discussed along with the botanist, Elizabeth Britton. Students then use oil pastels and shading techniques to create flower parts and assemble these parts to make a flower relief.



### [Frog in Monet's Pond](#)

Grade level: 3

Students listen to 2 books: one about Linnea visiting Monet and the other about a frog who goes to Monet's garden while he is painting the lilies on the pond. The lily pad paintings of Monet are discussed before students draw lily pads with oil pastels. A watercolor painting lesson is taught using the wet on wet technique to paint the pond. Finally, students are taught to draw frogs. They are cut out and added to the pond.



### [Keith Haring Action Figures](#)

Grade level: 3

Students work in the style of Keith Haring as they draw and then cut out brightly colored action figures. Embellishment with oil pastels shows movement.



### [Magic Machines](#)

Grade level: 3

Students learn about simple machines and how they work by looking at and discussing examples. They invent their own machine using colored markers and ingenuity.





### [Murals of Our Towns and Villages](#)

Grade level: 3

Students learn about muralist Diego Rivera and how he used perspective to show near and far. A mural about their own town or village is drawn after planning the important resources, buildings, animals and landmarks that need to be included in the mural.



### [Picasso Portraits](#)

Grade level: 3

Students look at 6 Picasso portraits to see the difference between realistic and abstract styles, and the characteristics of Cubism. They learn how to draw and position facial features and on a face. A portrait collage is made from their practice pieces, along with the embellishment of clothing.



### [Puppets and Jim Henson](#)

Grade level: 3

Students develop their very own puppet characters using ideas from puppeteer, Jim Henson. They learn the difference between marionettes, puppets, and muppets. Construction paper is used to create a puppet with a moveable mouth.



### [Quilting with Fractions and Symmetry](#) –

Grade level: 3

Students learn about the extensive and interesting history of quilt making. They then cut shapes from squares using equivalent fractions and design the center and border squares using vertical, horizontal and diagonal symmetry.



### [Raven Sculptures: John Hoover](#) –

Grade level: 3

Students learn about Alaskan Aleut sculptor John Hoover and study two of his raven sculptures, looking for shape and texture. After learning interesting scientific facts about ravens, they draw and cut out raven sculpture mobiles.



## FOURTH GRADE ART

### ***Critical / Aesthetic Response:*** (Standards C & D)

Looking at works of art and reflecting on them critically and aesthetically can begin at any grade level. Student reflections and responses are focused by the use of art images in the classroom. **“Art” in the classroom does not always have to be an art production activity.** It can include longer discussions with images to enhance other curricular areas, or short discussions with students as they are waiting to transition to other activities.

***Working with images should become a daily or weekly practice for students.***

An effective method for leading student discussions is through the Aesthetic Scanning process. While looking at art works, students are guided through activities which develop perception, discussion, and critical thinking skills. The student is involved in ***describing, analyzing, interpreting, and evaluating*** works of art.

The following framework illustrates four general focus areas of Aesthetic Scanning and questioning. (See appendix for a more detailed explanation, sample questions and vocabulary terms.)

#### AESTHETIC SCANNING PROCESS

<p style="text-align: center;"><b>Description</b></p> <p>What do you see?</p> <ul style="list-style-type: none"><li>• Elements of design</li><li>• Subject matter</li></ul> <p style="text-align: right;">Standard C</p>	<p style="text-align: center;"><b>Analysis</b></p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"><li>• Principles of design</li><li>• Technical properties</li></ul> <p style="text-align: right;">Standard C</p>
<p style="text-align: center;"><b>Interpretation</b></p> <p>What meaning does the work have? What feelings are expressed?</p> <ul style="list-style-type: none"><li>• Mood or feeling</li><li>• Message or meaning</li><li>• Artist intent</li></ul> <p style="text-align: right;">Standard D</p>	<p style="text-align: center;"><b>Judgment/Evaluation</b></p> <p>Is this work of art successful? Does it have strengths or weaknesses?</p> <ul style="list-style-type: none"><li>• Design/composition</li><li>• Historical significance</li><li>• Craftsmanship</li><li>• Originality</li><li>• Preference</li></ul> <p style="text-align: right;">Standard D</p>

**Scanning is to visual literacy like the ABC’S are to reading.**

## Elements and Principles of Design

The building blocks of all art are the Elements and Principles of Design; they give students the ability to create meaningful works of art. They also help students understand artistic intent in both their work and in the work of others. The Elements and Principles of Design have a similar relationship to art as the building blocks of letters and numbers have to reading and math Literacy.

At the fourth grade level students should be continuing to look at and discuss what they are seeing in visual works of art and other types of images. They should be able to use the color wheel, identify the elements and principles of design, and they should be able to give their opinions about what they are looking at.

<p><b>Elements of Design are the building blocks of art</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Line</b> Identify various line qualities using art vocabulary and point out how line can show movement</p> <p><b>Shape</b> Describe the difference between geometric and organic shapes, point out where the different types of shapes occur in both nature and art</p> <p><b>Form</b> Use the dimensional terms of height/length, width for 2-D and know that 3-D has the added dimension of depth</p> <p><b>Color</b> Identify the various color families along with tints and shades</p> <p><b>Value</b> Show how darker values can indicate areas of shade and reflected light</p> <p><b>Texture</b> Differentiate between actual and visual texture in works of art</p> <p><b>Space</b> Point out areas of positive and negative space and recognize that perspective can be shown in terms of overlapping, placement of objects, and relative size</p>	<p><b>Principles of Design are the way artists use the elemental building blocks</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Balance</b> Know the difference between asymmetry and symmetry</p> <p><b>Movement</b> Identify examples of movement by comparing two different artist's techniques</p> <p><b>Pattern/Rhythm/Repetition</b> Look for patterns created through negative space</p> <p><b>Contrast</b> Identify areas of difference in works of art using the words dark, light, smooth, textured, and use other vocabulary to describe differences in lines and shapes</p> <p><b>Emphasis</b> Identify the center of interest or focal point in an art work and discuss why this is an important area, and if there are other important areas</p> <p><b>Unity/Harmony</b> Discuss whether a work of art seems complete or unified and what could be added or removed to make the art complete</p> <p><b>Proportion/Scale</b> Begin to recognize body and facial proportions and use corresponding vocabulary</p>
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## ***Historical and cultural context:*** (Standard B)

Through the study of art and artist from Alaska and around the world students gain an understanding and knowledge of contributions made by art and artists to culture and society.

**These are the suggested artist to explore at the fourth grade level:**

Alaskan – **Kesler Woodward** (Born 1951 in Aiken, South Carolina) Lives and works in Fairbanks, Kesler Woodward is one of Alaska's best-known contemporary painters and an author of books and articles on art of Alaska. He is known for his dynamic large oil and acrylic paintings that are color-field abstractions but are also pictures of real places. His paintings, described by some as landscape, are not traditional.

<http://www.keslerwoodward.com/>

[http://www.akart.org/detail/biography.php?biography\\_id=21](http://www.akart.org/detail/biography.php?biography_id=21)

North American – **Roy Lichtenstein** (Born 1923 [Manhattan](#) NY -1997): Roy Lichtenstein became one of the stars of Pop Art. Like other Pop Artists, he wanted to play on the slick, multiple images of commercial art, its mechanical techniques, and its glossy colors. Lichtenstein made giant cartoon-like paintings. Often, he poked gentle fun at the melodrama of the Sunday comics and the national fascination with them. His machine-like style remained the same for years. He was an experimental painter born and raised in New York, who is best known for his Pop Art paintings based on comic strips.

<http://www.lichtensteinfoundation.org/frames.htm>

<http://www.artchive.com/artchive/L/lichtenstein.html>

[http://en.wikipedia.org/wiki/Roy\\_Lichtenstein](http://en.wikipedia.org/wiki/Roy_Lichtenstein)

Western European – **Piet Mondrian** (Born March 1872 The Netherlands –Died 1944 New York) Piet Mondrian led the development of a coldly intellectual approach to design called De Stijl, Dutch for The Style. The basic precept of De Stijl was the complete reliance on design and the elimination of all feeling and emotion. Mondrian restricted his design to vertical and horizontal black lines and his colors to the three primary hues, plus black, white, and gray. By doing this, he eliminated all possibility of representation.

<http://www.artchive.com/artchive/M/mondrian.html>

<http://paintings.name/piet-mondrian-biography.php>

<http://www.mondriantrust.com/>

World cultures – **African patterns** While Africa has a wide variety of cultures and customs, studying the various types of patterns found there can be a way to connect the diversity.

<http://www.design-africa.com/>

<http://www.artfactory.com/africanmasks/context/pattern.htm>

<http://www.uiowa.edu/~africart/streamingmovies/index.html>

<http://witcombe.sbc.edu/ARTHafrica.html#africa>

Look for works of art that can enhance your social studies and language arts curriculums.

## ***Art Production: (Standard A)***

When students are engaged in the creative process they have the opportunity to explore various media, tools, and techniques as well as learn critical 21<sup>st</sup> Century Skills such as creativity, innovation, problem solving, decision making, and collaboration with others.

**By the end of fourth grade students should be able to demonstrate competency in these basic skills**

- Holding and working with scissors
- Holding and working with paint brushes of various types
- Working with a variety of paint mediums
- Choosing the correct type of brush for various painting mediums
- Working with a color wheel and identifying the basic color families of primary, secondary, warm, cool, neutral
- Working with both wet glue and glue sticks appropriately
- Working with various drawing mediums
- Working with various drawing and measuring tools including straight edges rulers and compasses
- Caring for tools and materials properly
- Working with tools safely

**The following are recommended art experiences for fourth grade students.**

### **Drawing**

- Explore contour and gesture drawing using a wide variety of tools
- Create a five step value scale then extend that knowledge into a drawing of forms that show shading and value
- Combine simple shapes to create more complex forms and adding pattern and texture
- Draw from stories, imagination, nature, memory, and observation
- Draw pictures that show perspective and depth

### **Painting**

- Use a variety of painting mediums to create a still life, landscapes and portraits
- Explore a variety of water color techniques
- Continue to explore the process of color mixing to show value and mood in paintings
- Paint the same subject matter using several different color families

### **Printmaking**

- Make a series of prints using an incised foam block
- Make a collagraph relief print by using cardboard to create the raised surface
- Create a three color stencil print with a repeating pattern

### **Sculpture**

- Practice working with clay to create slab, coil and pinched constructions
- Use wire and objects to create a 3-dimensional sculpture
- Bend, fold, cut and twist paper in to 3-dimensional forms

### **Mixed media**

- Create works of art by combining two or more materials
- Explore radial and bilateral design concepts using a variety of collage materials

Art lessons and activities for fourth grade are provided through: district art kits, existing *Adventures in Art* curriculum, and teacher-initiated ideas.

### Art Kits

These are the fourth grade Project Articulate kits we have available for check out through the District Media Center. In time more kits will be created and made available.



#### [African Painted Walls](#)

Students 'travel' to the region of Burkina Faso in Western Africa to learn about the well-known painted houses. After studying the artists and their work, students create a narrative wall painting using silhouettes and paint. They also incorporate patterns and traditional or personal symbols into their work.



#### [Asian Bamboo Painting](#)

Students discuss the meaning of tradition as applied to Chinese/Japanese painting and calligraphy. They practice brushstrokes using traditional tools, create paintings of bamboo, mount them scroll-style with patterned borders and finish them by stamping with a red signature chop.



#### [Alaska Landscapes with Georgia O'Keeffe](#)

Students study the life and art of Georgia O'Keeffe, focusing on her landscape painting. They create cut paper and oil pastel landscapes working from photos of Alaska.



#### [Aleut Basket Paintings](#)

Students learn about Aleut basket weaving techniques. They learn to weave a basic pattern and use tempera paint to create a repeated motif on their weaving.



#### [Bird Drawing with Bill Berry](#)

Students learn about the life and work of Alaskan wildlife artist Bill Berry. He is best known for his animal studies, published field sketchbook and children's books. Students carefully examine an Alaskan bird photograph and practice different drawing exercises in their field sketchbook. Lastly they produce a complete bird drawing. \*\* A wonderful extension of this lesson is observing and drawing real mounted birds.

#### [Butterfly Paper Sculpture](#)



Artists and designers often look to nature for inspiration. French artist and naturalist E.A.Seguy drew intricate scientific illustrations of butterflies and created designs based on his drawings. Students learn about Seguy and produce a 3 dimensional paper sculpture butterfly with colored paper and oil pastel patterns.



#### [Cans with Andy Warhol](#)

Students will be introduced to the artist Andy Warhol, famous for his Pop Art paintings of Campbell's Soup cans. Students will also learn that Warhol had a career as a graphic artist. Students will design their own labeled can to hold whatever humorous or imaginative things they want to contain or preserve.



### [Centennial Bridge](#)

Grade level: 4

Students learn about the artist Ron Senungetuk who is an Alaskan Native Artist. He designed a landmark bridge in Fairbanks. Students design and create a 2-D abstract bridge from construction paper.



### [Deep Space](#)

Grade level: 4

Students learn how to use a light source to create of a sphere from a circle. Students create planets using oil pastels and learn a blending technique to give the impression of form. By arranging the planets and accenting the composition with stars and shooting stars, the finished product creates the illusion of Deep Space.



### [Hokusai Insect Prints](#)

Grade level: 4

Students will learn about the Japanese printmaker Katsushika Hokusai, best known for his print “The Great Wave Off Kanagawa”. They will create Japanese children’s style prints, using insects as imagery.



### [Jellybean Books –](#)

Grade level: 4

Students write a color poem using their five senses. They will then create a small "jellybean" book and decorate it using a simple printing technique. Students then further embellish their book and may include their original poems within.



### [Ocean Life Diorama](#)

Grade level: 4

Students look closely at photographs of life in tropical coral reefs or under Alaskan oceans. With inspiration from the photographs, students use oil pastels and construction paper to create an under ocean life diorama which includes fish or marine mammals in a habitat.



### [Olanna's Paper Sculptures](#)

Grade level: 4

Students learn about the Alaskan Native artist Melvin Olanna. His stylized sculptures reflect his Inupiaq culture. Students create simple animal shapes from paper, using a paper scoring technique to make them look 3D. Paper sculptures are mounted on a background based on an Alaskan landscape.



### [Rachel Carson Silent Spring](#)

Grade level: 4

Students learn about the life of writer, biologist and conservationist, Rachel Carson. Students learn to use complementary colors to show the effects of pollution on their plant. They create a before and after line drawing of an Alaskan plant using watercolor paints for color.





### [Salmon Summer in Kodiak](#)

Grade level: 4

Through the book [Salmon Summer in Kodiak](#), students learn about an Aleut boy who lives on Kodiak Island and fishes for salmon. Students create a 2D painting with warm or cool colors that incorporates designs inspired by salmon and traditional Aleut hunting hats.



### [Shells with Georgia O'Keeffe](#)

Grade level: 4

Students learn about the life and art of Georgia O'Keeffe, focusing on her large close-up paintings of shells. They play an observation game of hunting for shape, pattern and texture on photos of real shells, and then they use oil pastels to create a four-section study of actual shells.



### [Snowflake Prints](#)

Grade level: 4

Students explore connections between math, science and art through studying the beauty and structure of snowflakes. They examine the snowflake photographs of scientist Wilson Bentley and Kenneth Libbrecht, creating original snowflake prints and cut-paper snowflake designs which demonstrate radial symmetry.



### [Spirit Masks](#)

Grade level: 4

Students examine and discuss contemporary and traditional Yupik masks. Several typical mask elements are recognized and incorporated in a mask related to student's life and interests.



### [Stomp to the Music](#)

Grade level: 4

Students learn about rhythm, movement, and texture in the context of sound and image. They create their own water-color resist using color, line and texture to demonstrate principles of both art and music.



### [Tolerance Banners](#)

Grade level: 4

After viewing and discussing the images of the United Nations Six Flags of Tolerance, students create a positive-negative design based on a Japanese paper cutting technique called Notan.



## FIFTH GRADE ART

### ***Critical / Aesthetic Response:*** (Standards C & D)

Looking at works of art and reflecting on them critically and aesthetically can begin at any grade level. Student reflections and responses are focused by the use of art images in the classroom. **“Art” in the classroom does not always have to be an art production activity.** It can include longer discussions with images to enhance other curricular areas, or short discussions with students as they are waiting to transition to other activities.

***Working with images should become a daily or weekly practice for students.***

An effective method for leading student discussions is through the Aesthetic Scanning process. While looking at art works, students are guided through activities which develop perception, discussion, and critical thinking skills. The student is involved in ***describing, analyzing, interpreting, and evaluating*** works of art.

The following framework illustrates four general focus areas of Aesthetic Scanning and questioning. (See appendix for a more detailed explanation, sample questions and vocabulary terms.)

#### AESTHETIC SCANNING PROCESS

<p style="text-align: center;"><b>Description</b></p> <p>What do you see?</p> <ul style="list-style-type: none"><li>• Elements of design</li><li>• Subject matter</li></ul> <p style="text-align: right;">Standard C</p>	<p style="text-align: center;"><b>Analysis</b></p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"><li>• Principles of design</li><li>• Technical properties</li></ul> <p style="text-align: right;">Standard C</p>
<p style="text-align: center;"><b>Interpretation</b></p> <p>What meaning does the work have? What feelings are expressed?</p> <ul style="list-style-type: none"><li>• Mood or feeling</li><li>• Message or meaning</li><li>• Artist intent</li></ul> <p style="text-align: right;">Standard D</p>	<p style="text-align: center;"><b>Judgment/Evaluation</b></p> <p>Is this work of art successful? Does it have strengths or weaknesses?</p> <ul style="list-style-type: none"><li>• Design/composition</li><li>• Historical significance</li><li>• Craftsmanship</li><li>• Originality</li><li>• Preference</li></ul> <p style="text-align: right;">Standard D</p>

**Scanning is to visual literacy like the ABC’S are to reading.**

## Elements and Principles of Design

The building blocks of all art are the Elements and Principles of Design; they give students the ability to create meaningful works of art. They also help students understand artistic intent in both their work and in the work of others. The Elements and Principles of Design have a similar relationship to art as the building blocks of letters and numbers have to reading and math Literacy.

At the fifth grade level students should be continuing to look at and discuss what they are seeing in visual works of art and other types of images. They should be able to use the color wheel, identify the elements and principles of design, and they should be able to give their ideas and opinions about what they are looking at.

<p><b>Elements of Design are the building blocks of art</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Line</b> Identify how artists use real and implied line to show movement and discuss the difference between the two kinds of lines</p> <p><b>Shape</b> Describe how artist use a variety of shapes in different sizes to create interesting works of art</p> <p><b>Form</b> Know that form has mass and volume and understand the difference between low relief and high relief in sculpture</p> <p><b>Color</b> Be able to describe how artists use a color wheel to make decisions about color in their works of art (including how they use complementary and analogous colors)</p> <p><b>Value</b> Understand how artists use value to indicate form in a two dimensional picture</p> <p><b>Texture</b> Use descriptive words to describe actual and visual texture in works of art</p> <p><b>Space</b> Identify positive and negative space; use perspective terms including placement, overlapping, intersecting lines, size/scale, foreground/background, and detail when discussing art</p>	<p><b>Principles of Design are the way artists use the elemental building blocks</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Balance</b> Describe how color and shape can be used to show balance</p> <p><b>Movement</b> Compare and contrast movement in two different pieces by the same artist</p> <p><b>Pattern/Rhythm/Repetition</b> Recognize how rhythm, pattern and repetition can be created through the use of color, line, shape and form</p> <p><b>Contrast</b> Identify areas of difference in works of art using the words dark, light, smooth, textured, and use vocabulary to describe differences in types of lines, shapes, colors and value</p> <p><b>Emphasis</b> Find and identify examples of focal point in works of art and discuss what elements are used to create this center of interest</p> <p><b>Unity/Harmony</b> Discuss how the elements, line, shape, form, texture and value can create unity in a work of art</p> <p><b>Proportion/Scale</b> Continue to learn body proportions and vocabulary</p>
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## ***Historical and cultural context:*** (Standard B)

Through the study of art and artist from Alaska and around the world students gain an understanding and knowledge of contributions made by art and artists to culture and society.

**These are the suggested artist to explore at the fifth grade level:**

Alaskan – **Kathleen Carlo-Kendall** (Born in Tanana, Alaska, Lives and works in Fairbanks, Alaska)

Kathleen Carlo-Kendall is an Athabascan artist best known for her contemporary masks and large carved wooden panels that reflect the topography and terrain of Interior Alaska. She started making her artwork from the Native Arts Center in the University of Alaska Fairbanks. Her teacher was Ron Senungetuk. She has always loved artwork since her high school years. Kathleen's artwork sometimes symbolizes an event or spirit, other times it is just what comes out of the shape of the wood. Carlo feels free to create contemporary and abstract masks because Athabascan people have not historically made masks. She attributes part of her success as a carver to the fact that she is one of the only Native woman mask carvers, which traditionally has been a man's skill. She works primarily with wood, adding metals, paint and other found objects for effect. She received her Bachelor of Fine Arts in Metal Smithing, but she doesn't consider herself a metal smith; more of a woodworker. She loves to use the two mediums together, the hardness of the metal and the softness of the wood, make for a beautiful combination. She considers herself a contemporary native artist as opposed to a traditional artist.

[http://www.akart.org/detail/biography.php?biography\\_id=9](http://www.akart.org/detail/biography.php?biography_id=9)

<http://alaskanativearts.org/AboutTheArt/Artists.aspx?ParentID=18&CultureID=7&ArtistID=419>

[http://www.rasmuson.org/ArtOnDisplay/artistGallery.php?artist\\_name=Kathleen%20Carlo-Kendall](http://www.rasmuson.org/ArtOnDisplay/artistGallery.php?artist_name=Kathleen%20Carlo-Kendall)

North American - **Albert Bierstadt** (January 1830 Germany – February 1902, New York City) Part of the Hudson River School he is known for his large landscapes of the American West. The Hudson River School style involved carefully detailed paintings with romantic, almost glowing lighting, sometimes called *luminism*. His paintings emphasized atmospheric elements like fog, clouds and mist to accentuate and complement the feel of his work. Bierstadt sometimes changed details of the landscape to inspire awe. The colors he used are also not always true. He painted what he believed was the way things should be: water is ultramarine; vegetation is lush and green, etc. The shift from foreground to background was very dramatic and there was almost no middle distance.<sup>1</sup> In 1859, he traveled westward in the company of Frederick W. Lander, a land surveyor for the U.S. government, returning with sketches that would result in numerous finished paintings. He was a prolific artist, having completed over 500 (possibly as many as 4000) paintings during his lifetime, most of which have survived.

<http://www.albertbierstadt.org/>

<http://www.artchive.com/artchive/B/bierstadt.html>

Western European - **Michelangelo Buonarroti** (Born March 1475, Caprese, Italy, died. Feb. 1564, Rome) Italian Renaissance sculptor, painter, architect, and poet he exerted an unparalleled influence on the development of Western art. Michelangelo was the greatest artist of the High Renaissance. Born to a poor family, he knew at an early age that he wanted to be an artist. He began to study painting at thirteen and later studied sculpture. Michelangelo created his first

masterpiece, The Pieta, in his twenties. It is a marble sculpture of the Virgin Mary holding the body of Christ after his death. Among his other masterpieces are the larger-than-life nude statue of David and his paintings on the ceiling of the Sistine Chapel in Rome, Italy.

<http://www.michelangelo.com/buon/bio-index2.html>

[http://www.artist-biography.info/artist/michelangelo\\_buonaroti/](http://www.artist-biography.info/artist/michelangelo_buonaroti/)

<http://www.ibiblio.org/wm/paint/auth/michelangelo/>

World cultures - **American Indian (Prehistory to present)** Add studies of American Indian art as part of your social studies curriculum. The arts and crafts reviewed can be historical or contemporary.

<http://www.nmai.si.edu/subpage.cfm?subpage=exhibitions&second=online>

<http://www.kstrom.net/isk/art/art.html>

<http://www.native-languages.org/art.htm>

<http://www.nmai.si.edu/exhibitions/indivisible/introduction.html>

Look for works of art that can enhance your social studies and language arts curriculums. The use of images can give your student a broader glimpse of cultural traditions they may not be familiar with

### ***Art Production: (Standard A)***

When students are engaged in the creative process they have the opportunity to explore various media, tools, and techniques as well as learn critical 21<sup>st</sup> Century Skills such as creativity, innovation, problem solving, decision making, and collaboration with others.

**By the end of fifth grade students should be able to demonstrate competency in these basic skills**

- Holding and working with scissors
- Holding and working with paint brushes of various types
- Working with a variety of paint mediums
- Choosing the correct type of brush for various painting mediums
- Working with a color wheel and identifying the basic color families of primary, secondary, warm, cool, neutral, analogous, and complementary
- Working with both wet glue and glue sticks appropriately
- Working with various drawing mediums
- Working with various drawing and measuring tools including straight edges rulers, protractors, compasses and variously shaped templates
- Working with a variety of printmaking tools including brayers and stamping tools
- Caring for tools and materials properly
- Working with tools safely

**The following are recommended art experiences for fifth grade students.**

#### **Drawing**

- Use a wide variety of tools explore contour, gesture and continuous line drawings
- Explore radial and bilateral design in drawings
- Create a seven step value scale and then extend that knowledge into a drawing of a still life that shows shading and value
- Use pattern and texture to add variety and interest to drawings

- Draw from stories, imagination, nature, memory, and observation
- Draw pictures that show positive and negative space
- Explore face and body proportions in portraits and self portraits

#### **Painting**

- Use a variety of painting mediums to create a still life, landscape and portraits
- Explore using a variety of painting tools to create different effects including stippling, splattering, washing, and patterning
- Continue to explore the process of color mixing to show value perspective in paintings
- Paint abstract and nonobjective works in the style of 20<sup>th</sup> century artists

#### **Printmaking**

- Make an edition of at least four prints, signed and numbered properly
- Make a collagraph relief print using various materials including string, card stock, glue lines and other types of textured paper
- Make a monoprint by inking a surface, drawing a design into it, and pulling a print

#### **Sculpture**

- Explore creating additive and subtractive sculptures
- Use wire to create a three dimensional line drawing
- Work with paper and other materials to produce a free standing sculpture

#### **Mixed media**

- Create 2D or 3D works of art by combining three or more different materials
- Explore radial and bilateral design concepts using collage techniques
- Use a variety of materials to create resist paintings
- Use computer programs to create digital drawings and manipulated photos
- Use materials found in nature to create works of temporary art

Art lessons and activities for fifth grade are provided through: district art kits, existing *Adventures in Art* curriculum, and teacher-initiated ideas.

### **Art Kits**

These are the fifth grade Project Articulate kits available for check out through the District Media Center. In time more kits will be created and made available.



#### [Amason's Whimsical Animals](#)

Students look at the whimsical animal paintings of Alvin Amason, an Alaskan Native artist. Students begin their own animal paintings applying basic shapes and playful color choices, and adding large brush strokes in Amason's painting style.



#### [Andy Goldsworthy: Art From the Earth](#)

Grade level: 5

Students study Andy Goldsworthy, a British artist who transforms nature into art, photographs it, and lets it return to nature. They then go outside to create art from only nature - no tools allowed! When done, they photograph their work and write about the art they made and the process they used.



### [Bicycles: Art on the Move](#)

Students learn about the history of the bicycle. They work through the artist process by drawing a bicycle from memory, by observation, using tools and then from memory again. They arrange their drawings into a collage for display.



### [Diatoms: Microscopic Jewels](#)

Students are introduced to the 17th century Dutch scientist Antonie van Leeuwenhoek, the microscope he developed, his discoveries and his methods of recording those discoveries. They create a colorful microscopic view of diatoms using watercolors and black crayon 'resist'.



### [Inside and Outside of Me](#)

Students consider prejudice and tolerance by exploring ways in which we are all alike. They then learn about for 'artist heroes' who drew their creative strength from accepting and nurturing their personal differences. Students investigate the concept of tolerance by creating an 'inside and outside of me self portrait' using words, color and pattern.



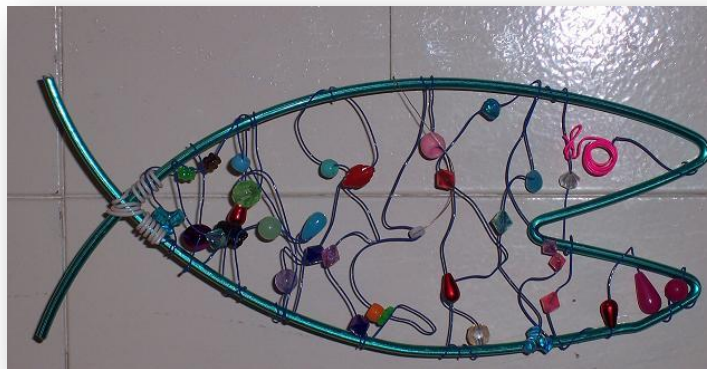
### [Michelangelo's Hands](#)

Students study the life of the Italian Renaissance artist Michelangelo, focusing on two of his best-known works, the marble sculpture Pieta and a small part of the Sistine Chapel ceiling. They create a shaded drawing of their hand in a sign language position, cut it out and mount it pop-up style to look like a piece of sculpture.



### [Northern Migrations: Cranes, Caribou, Salmon](#)

Students discuss northern migrations and study photos and artwork showing migrations of cranes, caribou and salmon. They consider design elements that create a sense of movement before using watercolors, oil pastel and cut-paper stencils to create a mixed media artwork of cranes, salmon or caribou in motion.



## SIXTH GRADE ART

### ***Critical / Aesthetic Response:*** (Standards C & D)

Looking at works of art and reflecting on them critically and aesthetically can begin at any grade level. Student reflections and responses are focused by the use of art images in the classroom. **“Art” in the classroom does not always have to be an art production activity.** It can include longer discussions with images to enhance other curricular areas, or short discussions with students as they are waiting to transition to other activities.

***Working with images should become a daily or weekly practice for students.***

An effective method for leading student discussions is through the Aesthetic Scanning process. While looking at art works, students are guided through activities which develop perception, discussion, and critical thinking skills. The student is involved in ***describing, analyzing, interpreting, and evaluating*** works of art.

The following framework illustrates four general focus areas of Aesthetic Scanning and questioning. (See appendix for a more detailed explanation, sample questions and vocabulary terms.)

#### AESTHETIC SCANNING PROCESS

<p style="text-align: center;"><b>Description</b></p> <p>What do you see?</p> <ul style="list-style-type: none"><li>• Elements of design</li><li>• Subject matter</li></ul> <p style="text-align: right;">Standard C</p>	<p style="text-align: center;"><b>Analysis</b></p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"><li>• Principles of design</li><li>• Technical properties</li></ul> <p style="text-align: right;">Standard C</p>
<p style="text-align: center;"><b>Interpretation</b></p> <p>What meaning does the work have? What feelings are expressed?</p> <ul style="list-style-type: none"><li>• Mood or feeling</li><li>• Message or meaning</li><li>• Artist intent</li></ul> <p style="text-align: right;">Standard D</p>	<p style="text-align: center;"><b>Judgment/Evaluation</b></p> <p>Is this work of art successful? Does it have strengths or weaknesses?</p> <ul style="list-style-type: none"><li>• Design/composition</li><li>• Historical significance</li><li>• Craftsmanship</li><li>• Originality</li><li>• Preference</li></ul> <p style="text-align: right;">Standard D</p>

**Scanning is to visual literacy like the ABC’S are to reading.**



## Elements and Principles of Design

The building blocks of all art are the Elements and Principles of Design; they give students the ability to create meaningful works of art. They also help students understand artistic intent in both their work and in the work of others. The Elements and Principles of Design have a similar relationship to art as the building blocks of letters and numbers have to reading and math Literacy.

At the sixth grade level students should be continuing to look at artwork and discuss what they are seeing in visual works of art and other types of images. They should be able to use the color wheel, identify the elements and principles of design, and they should be able to give their ideas and opinions about what they are looking at.

<p><b>Elements of Design are the building blocks of art</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Line</b> Identify a variety of lines and discuss how the artist has used line in inventive and creative ways</p> <p><b>Shape</b> Identify and describe how artist use different shapes in their art to communicate meaning</p> <p><b>Form</b> Differentiate between shape and form and be able to describe the difference between the two. Describe what the dimensional properties of a sculpture are</p> <p><b>Color</b> Describe how artists use color in a variety of way to create mood and convey messages about feelings and ideas</p> <p><b>Value</b> Identify examples of a monochromatic color scheme and understand how artists use value to direct the viewer's eye around the art work</p> <p><b>Texture</b> Continue to use inventive descriptive words to describe actual and visual texture in works of art</p> <p><b>Space</b> Identify how perspective is shown in art using the concepts of overlapping, scale, placement of objects, degree of detail and color intensity, and convergence of lines to show depth</p>	<p><b>Principles of Design are the way artists use the elemental building blocks</b></p> <p><b>Using art images students should be able to:</b></p> <p><b>Balance</b> Identify how balance is created in a work of art using appropriate vocabulary including asymmetry, radial and bilateral symmetry</p> <p><b>Movement</b> Identify which art element creates a sense of movement in a piece.</p> <p><b>Pattern/Rhythm/Repetition</b> Identify rhythm, pattern and repetition created through the use of color, line, shape and form in works of art</p> <p><b>Contrast</b> Identify and discuss areas of difference in works of art using the words dark, light, smooth, textured, and other vocabulary to describe differences in types of lines, shapes, forms, colors, value and other design elements</p> <p><b>Emphasis</b> Find and identify examples of focal point in works of art and discuss the artist's choices of elements used to create this center of interest</p> <p><b>Unity/Harmony</b> Discuss how the artist's chosen elements such as line, shape, form, texture and value work together to create a unified work of art</p> <p><b>Proportion/Scale</b> Recognize how various perspective techniques show proportion and scale</p>
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## ***Historical and cultural context: (Standard B)***

Through the study of art and artist from Alaska and around the world students gain an understanding and knowledge of contributions made by art and artists to culture and society.

**These are the suggested artist to explore at the sixth grade level:**

Alaskan – **David Mollett** (Born 1950, Portland, Oregon) Lives and works in Fairbanks, Alaska

David Mollett moved to Fairbanks at the age of ten where he attended school until he graduated. He then went on to study at the New York City Studio School in 1970 and to complete his B.A. in Art at Reed College in Portland, Oregon in 1972.. He is a well-known landscape painter who creates strong delineated forms with bright colors. In the mid-70s he became known for his Fairbanks cityscapes, he soon began working in the hills and along the rivers surrounding the town and then moved on to the more dramatic scenery in and around Denali Park and most recently to the Arctic National Wildlife Refuge.

The strongly delineated forms, bright colors, and tight structuring of Mollett's canvases have had a noticeable impact on the work of a number of artists who have accompanied him on his painting trips to ANWR in recent years. His work in the late 90's rejected traditional materials and he began making 'paintings' of junk plastic arranged according to color and pattern.

<http://www.uaf.edu/art/areas/drawing/#comp000049d759d6000000000d369d>

[http://www.akart.org/detail/biography.php?biography\\_id=17](http://www.akart.org/detail/biography.php?biography_id=17)

<http://www.arcticrefugeart.org/mollett.html>

North American – **Miriam Schapiro** (or Shapiro) (born 1923, Toronto Canada)

Canadian-born artist based in America. She is a pioneer of feminist art. She is also considered part of the Pattern and Decoration art movement. Shapiro lived in New York City during the 1950s and 1960s. During this period Shapiro had a successful career as an abstract expressionist painter in the hard-edge style. Schapiro's work from the 1970s onwards consists primarily of collages assembled from fabrics, which she calls "femmages". Her 1977 - 1978 essay Waste Not Want Not: An Inquiry into What Women Saved and Assembled - FEMMAGE (written with Melissa Meyer) describes femmage as the activities of collage, assemblage, découpage and photomontage practiced by women using "traditional women's techniques - sewing, piercing, hooking, cutting, appliquéing, cooking and the like... Wikipedia,

[http://en.wikipedia.org/wiki/Miriam\\_Schapiro](http://en.wikipedia.org/wiki/Miriam_Schapiro)

<http://www.nga.gov/cgi-bin/tbio?tperson=5457&type=a>

Western European - **Daumier, Honore** (France, 1808-1879)

Daumier was first known for the thousands of drawings he created for the newspapers. He was even put into prison for his works, which often poked fun at politicians, lawyers, and judges. After 1848, Daumier began to paint with watercolors and experimented with oils, and in creating sculptures. His Realist works from this period feature artists, musicians, circus workers, and people engaged in daily activities. The artist remained poor all his life and only exhibited his paintings a year before he died.

<http://www.artchive.com/artchive/D/daumier.html>

[http://www.davispublications.com/Portal/TeacherResources/T\\_resourcesDefault.aspx?curPage=ArtistBios&key=D](http://www.davispublications.com/Portal/TeacherResources/T_resourcesDefault.aspx?curPage=ArtistBios&key=D)

## World cultures – Pacific Rim or the art of Oceania

The term "Pacific Rim" is an imaginary map that at its fullest includes the Americas, East Asia, the islands of the South Pacific, and, to the north, Russia. This area encompasses a large amount of cultural diversity. **Oceanic Art** refers to the creative works made by the native peoples of the Pacific Islands and Australia, including areas as far apart as Hawaii and Easter Island. The area is often broken down into four separate regions: Polynesia, Micronesia, Australia, and Melanesia.

<http://www.cla.purdue.edu/waaw/jensen/WPR.html>

[http://en.wikipedia.org/wiki/Art\\_of\\_Oceania](http://en.wikipedia.org/wiki/Art_of_Oceania)

[http://www.janeresture.com/oceania\\_art/index.htm](http://www.janeresture.com/oceania_art/index.htm)

Look for works of art that can enhance your social studies and language arts curriculums. The use of images can give your student a broader glimpse of cultural traditions they may not be familiar with.

## ***Art Production: (Standard A)***

When students are engaged in the creative process they have the opportunity to explore various media, tools, and techniques as well as learn critical 21<sup>st</sup> Century Skills such as creativity, innovation, problem solving, decision making, and collaboration with others.

**By then end of sixth grade students should have mastered these basic art skills:**

- Holding and working with scissors
- Holding and working with paint brushes of various types
- Working with a variety of paint mediums
- Choosing the correct type of brush for various painting mediums
- Working with a color wheel and identifying the basic color families of primary, secondary, warm, cool, neutral, analogous, and complementary
- Working with both wet glue and glue sticks appropriately
- Working with various drawing mediums
- Working with various drawing and measuring tools including straight edges rulers, protractors, compasses and variously shaped templates
- Working with a variety of printmaking tools including brayers and stamping tools
- Caring for tools and materials properly
- Working with tools safely

**The following are recommended art experiences for sixth grade students.**

### **Drawing**

- Use a wide variety of tools to produce contour, gesture, sketch and continuous line drawings
- Create multi-step value scales and then extend that knowledge into drawings
- Draw pictures that show one and two point perspective
- Draw from stories, imagination, nature, memory, and observation
- Use a variety of drawing tools to explore face and body proportions

### **Painting**

- Use a variety of painting mediums to create a still life, landscape and portraits
- Explore using a variety of painting tools to create different effects including stippling, splattering, washing, and patterning

- Create paintings that use complementary or monochromatic color schemes
- Paint abstract and nonobjective works that use geometric and organic shapes

#### **Printmaking**

- Make an edition of at least four prints, using at least two print blocks, make sure they are signed and numbered properly
- Make a relief print using various materials including string, card stock, glue lines and other types of textured paper
- Make a monoprint using paint, markers, or ink

#### **Sculpture**

- Explore creating additive and subtractive sculptures
- Use wire and other materials to create a mobile
- Work with paper and other materials to produce 3D rooms and other spaces that humans use

#### **Mixed media**

- Create 2D or 3D works of art by combining three or more different materials
- Explore radial and bilateral design concepts using collage techniques
- Use images from magazines to create photo montages
- Use computer programs to create digital drawings and manipulated photos
- Use materials found in nature to create works of temporary art

Art lessons and activities for sixth grade are provided through: district art kits, existing Adventures in Art curriculum, and teacher-initiated ideas.

#### **Art Kits**

These are the sixth grade Project Articulate kits available for check out through the District Media Center. In time more kits will be created and made available.



#### [Action Figure Collage –](#)

Students look at and learn about the collages of contemporary artist Miriam Schapiro. They paint a background and use mannequins to draw and create an action figure. The parts are embellished and assembled into a collage.



#### [Birch Trees with Kes Woodward](#)

Students learn about Fairbanks, Alaska painter Kes Woodward and how he paints birch trees. Students practice watercolor techniques, and discuss composition and perspective and then they create a water color birch tree painting.



#### [Birds of Different Feathers](#)

The class participates in tolerance activities to prompt discussions about 'different and alike.' Then they create their own birds of different feathers using oil pastels and construction paper. Students include a message which their birds are carrying to the world.



### [Box Design](#)

Students learn about careers in art and the design and color choices they must make as they construct custom boxes with lids. These boxes can be used as containers for gifts.



### [Creative Character Sculptures](#)

Students collaboratively think of a character, either animal, human or make believe, that they would like in a story. Working with a partner, they creatively solve problems to make their character from "found" materials. Construction and embellishment make the characters come alive.



### [Doodles and Form](#)

Students learn how to use shading techniques to change shapes into forms, thus making a 3-D appearance. Surrealism is discussed as the students juxtapose their forms to create a surreal composition.



### [Gesture Figure Drawing](#)

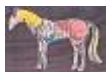
Students look at the gesture drawings of Daumier and practice drawing the human figure in action with ovals and triangles. The drawings are painted and collaged.



### [Grids and Values in Art and Math](#)

Grade level: 6

Students are introduced to the illusionary art of M. C. Escher. They use hard and soft lead pencils to shade a five-step value scale and then use contrasting values and a dot grid to make isometric drawings of cubes. Grids are used in the second session to make a cooperative enlargement of an Escher print.



### [Horse Studies](#)

Students learn about Renaissance man Leonardo da Vinci, and his desire to cast a 24 foot tall horse from metal. They are also introduced to the work of contemporary sculptor Deborah Butterfield, who makes life-size horses out of various materials. Students practice drawing horses, add rubbed textures, and use the drawings to assemble collages.



### [Hundertwasser: Architect](#)

Students learn about Austrian artist and architect Friedrich Hundertwasser and look at the buildings he designed. Students design a part of a building - door, window or dome - in his style and add bright colors. The whimsical shapes and patterns should tell a bit about themselves.



### [Mt. McKinley: Sydney Laurence](#)

Students look at the many paintings of Sydney Laurence, a renowned painter of Mt. McKinley. Watercolor pencil painting techniques are used as students learn about contour lines, value, shading and the importance of contrast while creating their versions of the mountain.



### [Observe, Question and Write](#)

Students examine a piece of art by asking who, what, when, where, and why questions. After reporting information through questions, they write a short story or paragraph.



## Appendix

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# ***Alaska Content Standards for ART***

## **A** A student should be able to create and perform in the arts.

A student who meets the content standards should:

- 1) Participate in dance, drama, music, visual arts, and creative writing.
- 2) refine artistic skills and develop self-discipline through rehearsal, practice, and revision;
- 3) Appropriately use new and traditional materials, tools, techniques, and processes in the arts;
- 4) Demonstrate the creativity and imagination necessary for innovative thinking and problem solving;
- 5) collaborate with others to create and perform works of art;
- 6) Integrate two or more forms to create a work of art; and
- 7) Investigate careers in arts production.

## **B** A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:

- 1) Recognize Alaska Native cultures and their arts;
- 2) recognize United States and world cultures and their arts;
- 3) recognize the role of tradition and ritual in the arts;
- 4) investigate the relationships among the arts and the individual, the society, and the environment;
- 5) recognize universal themes in the arts such as love, war, childhood, and community;
- 6) recognize specific works of art created by artists from diverse backgrounds;
- 7) explore similarities and differences in the arts of world cultures;
- 8) Respect differences in personal and cultural perspectives; and
- 9) Investigate careers relating to arts history and culture.

## **C** A student should be able to critique the student's art and the art of others.

A student who meets the content standard should:

- 1) Know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme;
- 2) examine historical and contemporary works of art, the works of peers, and the student's own works as follows: a) identify the piece, b) describe the use of basic elements, c) analyze the use of basic principles, d) interpret meaning and artist's intent, e) express and defend an informed opinion.
- 3) accept and offer constructive criticism;
- 4) recognize and consider an individual's artistic expression;
- 5) exhibit appropriate audience skills; and
- 6) investigate careers relating to arts criticism.



**D** A student should be able to recognize beauty and meaning through the arts in the student's life.

A student who meets the content standard should:

- 1) make statements about the significance of the arts and beauty in the student's life;
- 2) discuss what makes an object or performance a work of art;
- 3) recognize that people tend to devalue what they do not understand;
- 4) listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs;
- 5) consider other culture's beliefs about works of art;
- 6) recognize that people connect many aspects of life through the arts;
- 7) make artistic choices in everyday living; and
- 8) investigate careers related to the search for beauty and meaning, which is aesthetics



# ELEMENTS AND PRINCIPLES OF DESIGN

*The Elements of Design are the building blocks of art*

**Line: A line is a path of a point moving through space. Types of lines can include actual, implied, vertical, horizontal, diagonal, gesture and contour lines.**

**Pre-K** – Identify a variety of lines

**K** - Find and name a variety of lines including those that are straight, zigzag and curved

**1st** - Identify and name a variety of lines and their positions (horizontal, vertical, diagonal)

**2nd** - Using appropriate vocabulary, find and identify a variety of lines in both the classroom and in works of art

**3rd** - Identify and talk about lines that have a variety of qualities including differences in size, shape, length and direction, and understand that lines can exhibit more than one quality at once

**4th** - Identify various line qualities using art vocabulary and point out how line can show movement

**5th** - Identify how artists use real and implied line to show movement and discuss the difference between the two kinds of lines

**6th** - Identify a variety of lines and discuss how the artist has used line in inventive and creative ways

**Shape: When lines meet, 2 dimensional shapes are formed. Shapes can be geometric (squares, rectangles, triangles, circles, and ovals), or organic/irregular.**

**Pre-K** – Point out and name various shapes

**K** - Identify the basic shapes of square, rectangle, circle, oval, triangle, diamond

**1st** - Identify and name basic geometric shapes, compare and contrast these shapes for similarities and differences

**2nd** - Identify basic shapes and observe how shapes work together to form objects

**3rd** – Identify organic and geometric shapes; find both kinds of shapes in works of art

**4th** - Describe the difference between geometric and organic shapes, point out where the different types of shapes occur in both nature and art

**5th** - Describe how artist use a variety of shapes in different sizes to create interesting works of art

**6th** - Identify and describe how artists use different shapes in their art to communicate meaning

**Form: Form has three dimensions- length, width, and depth and resides in space. Form may be an object having actual volume, or implied volume can be shown on a 2-D surface with the use of light and shading techniques.**

**Pre-K** – Identify objects that are flat and not flat

**K** - Recognize the difference between flat (2D) and not flat (3D)

**1st**- Identify the difference between objects that appear, or are, flat and not flat

**2nd** – Locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder

**3rd**- State whether an art work is 2-Dimensional or 3-Dimensional

- 4th** - Use the dimensional terms of height/length, width for 2-D and know that 3-D has the added dimension of depth
- 5th** - Know that form has mass and volume and understand the difference between low relief and high relief in sculpture
- 6th** – In works of art differentiate between shape and form and be able to describe the difference between the two. Describe what the dimensional properties of a sculpture are

**Color: Color is derived from reflected light. The color wheel shows the chromatic scale and demonstrates three properties:**

- 1) Hue, the name of the color (determined by the dominant wavelength)**
- 2) Intensity, or the purity and strength of the color defined as brightness or dullness**
- 3) Value, the lightness or darkness of the color**

**Pre-K** – Identify colors by name

**K** - Using a color wheel, identify colors by name and identify the primary color family

**1st** - Using a color wheel, identify the two color families of primary and secondary and name the colors in each family

**2nd** - Using a color wheel identify what colors belong in the various color families of primary, secondary, warm and cool

**3rd** - Identify the various color families of primary, secondary, warm, cool and be able to describe the color mixing process of making secondary colors

**4th** - Identify the various color families along with tints and shades

**5th** - Be able to describe how artists use a color wheel to make decisions about color in their works of art (including how they use complementary and analogous colors)

**6th** – Describe how artists use color in a variety of way to create mood and convey messages about feelings and ideas

**Value: refers to different degrees of lightness or darkness in an artwork. Value depends on how much light a surface reflects and is one of the three properties of color. Light and shadow are properties of value that help us to read and understand two-dimensional works of art**

**Pre-K** – Point to areas of light and dark

**K** - Indicate areas of light and dark within a work of art

**1st** – Recognize the difference between light and dark in the same color

**2nd** – Find a range of values from light to dark in a work of art

**3rd** – Recognize how values can change by the addition of black or white

**4th** – Show how darker values can indicate areas of shade and reflected light

**5th** – Understand how artists use value to indicate form in a two dimensional picture

**6th** – Identify examples of a monochromatic color scheme and understand how artists use value to direct the viewer's eye around the artwork

**Texture: refers to the surface qualities of an object and can be real or implied**

**Pre-K** – Identify things that are smooth and not smooth

**K** – Identify the difference between smooth and not smooth

- 1st** – Identify actual texture and use texture words to describe what is felt
- 2nd** - Know that texture is something that can be felt, use words to describe how something feels (not just what it reminds them of)
- 3rd** – Find actual and visual texture and use descriptive words to describe it
- 4th** – Differentiate between actual and visual texture in works of art
- 5th** – Use descriptive words to describe actual and visual texture in works of art
- 6th** – Continue to use descriptive words to describe actual and visual texture in works of art

**Space: refers to 1) the area in which art is organized, 2) an area showing depth or perspective, Space can be two-dimensional (2-D), three-dimensional (3-D), negative and/or positive**

- Pre-K** – Identify objects that are near and far
- K** – Identify what looks near and far in works of art
- 1st** – Find overlapping objects and discuss what looks closer and why
- 2nd** – Point out how objects can appear closer when they are larger relative to other objects and when they are placed lower in the picture plane
- 3rd** – Identify and use the terms foreground middle ground and background
- 4th** – Point out areas of positive and negative space and recognize that perspective can be shown in terms of overlapping, placement of objects, and relative size
- 5th** – Identify positive and negative space; use perspective terms including placement, overlapping, intersecting lines, size/scale, foreground/background, and detail when discussing art
- 6th** – Identify how perspective is shown in art using the concepts of overlapping, scale, placement of objects, degree of detail and color intensity, and convergence of lines to show depth

### ***Principles of Design are the way artists use the Elements of Design***

**Balance: the sense of stability or equilibrium in an artwork. There are three kinds of balance: Symmetrical (Formal), Asymmetrical (Informal), and Radial.**

- Pre-K** – Look at pictures from different directions and discuss what direction feels best
- K** – Discuss if an artwork feels balanced or feels like it's going to tip over
- 1st** – Describe symmetry as being the same on both sides of a center line
- 2nd** - Identify lines of symmetry that are horizontal, vertical or diagonal
- 3rd** –Recognize the difference between radial, and bilateral symmetry
- 4th** - Know the difference between asymmetry and symmetry
- 5th** - Describe how color and shape can be used to show balance
- 6th** – Identify how balance is created in a work of art using appropriate vocabulary including asymmetry, radial and bilateral symmetry

**Movement: refers to the suggestion of motion through the intentional use of various elements of art. Movement adds excitement by showing action and directing the viewer's eye through the artwork.**

- Pre-K** – Point out lines that move in different directions
- K** – Point out how lines in a work of art cause your eye to move around the artwork
- 1st**- Identify ways the artist uses color to move your eyes around the artwork

- 2nd** – Discuss how the use of line, color and shape create movement in art
- 3rd** – Point out how both real and implied lines create a sense of movement in an artwork
- 4th** – Identify examples of movement by comparing two different artist's techniques
- 5th** – Compare and contrast movement in two different pieces by the same artist
- 6th** – Identify which art element creates a sense of movement in a piece

**Pattern/Rhythm/Repetition: refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat.**

- Pre-K** – Identify lines, shapes or colors that are repeated
- K** – Identify repetition of an element in art and use the word pattern to describe it
- 1st** – Find a repetition of line or shape patterns in works of art
- 2nd** – Identify patterns of line shape and color in works of art and use descriptive words to describe the patterns
- 3rd** – Recognize that repetition creates the visual illusion of rhythm
- 4th** – Look for patterns created through negative space
- 5th** – Recognize how rhythm, pattern and repetition can be created through the use of line, shape, color, and form
- 6th** – Identify rhythm, pattern and repetition created through the use of color, line, shape and form in works of art

**Contrast/Variety: emphasizes the differences in the elements of art used in a work of art. Contrast can be in all of the elements listed above.**

- Pre-K** – Identify areas of different color in a work
- K** – Identify areas of different lines or colors in a work of art
- 1st** – Identify and discuss areas of difference in a work of art including line, shape, and color
- 2nd** – Identify areas of difference in works of art using the words dark, light, smooth, and textured
- 3rd** – Identify areas of difference in works of art using the words dark, light, smooth, textured, and other vocabulary to describe differences in lines and shapes
- 4th** – Identify and discuss areas of difference in works of art using the words dark, light, smooth, textured, and other vocabulary to describe differences in lines and shapes
- 5th** – Identify and discuss areas of difference in works of art using the words dark, light, smooth, textured, and other vocabulary to describe differences in types of lines, shapes, forms, colors and value
- 6th** – Identify and discuss areas of difference in works of art using the words dark, light, smooth, textured, and other vocabulary to describe differences in types of lines, shapes, forms, colors, value and other design elements

**Emphasis: the main point of interest in a work of art which gets the viewer's attention or pulls the viewers eye to important parts of the artwork.**

- Pre-K** – Point to where your eyes look first
- K** – Point out the most important part or area of an artwork
- 1st** – Point out and discuss the most important area in an artwork
- 2nd** – Identify the center of interest in an art work and discuss why this is an important area

- 3rd** - Identify the center of interest or focal point in an artwork and discuss why and what makes this is an important area
- 4th** - Identify the center of interest or focal point in an artwork and discuss why this is an important area, and if there are other important areas
- 5th** – Find and identify examples of focal point in works of art and discuss what elements are used to create this center of interest
- 6th** - Find and identify examples of focal point in works of art and discuss the artist’s choices of elements used to create this center of interest

**Unity/Harmony: Unity is the appearance of oneness/harmony in a work of art. The work of art looks whole or complete**

- Pre-K** – Look at unfinished artwork and discuss what is missing
- K** - Discuss whether an artwork seems complete
- 1st** - Discuss whether an artwork seems complete and why
- 2nd** - Discuss why some artwork seems complete and why others do not
- 3rd** - Discuss why some artwork seems complete or unified and others do not
- 4th** - Discuss whether a work of art seems complete or unified and what could be added or removed to make the art complete
- 5th** - Discuss how the elements, line, shape, form, texture and value can create unity in a work of art
- 6th** - Discuss how the artist’s chosen elements such as line, shape, form, texture and value work together to create a unified work of art

**Proportion/Scale: Proportion is the size relationship of parts to a whole and within an object. Scale is the size/weight relationships between shapes/forms and compares different objects to each other.**

- Pre-K** – Compare different sized objects
- K** - Compare size of objects in an artwork as an introduction to scale
- 1st** - Compare size of forms and objects within art as an introduction to scale
- 2nd** - Compare the relative sizes of objects or people as an introduction to scale
- 3rd** - Look at an object and compare the relationship of one part to another and to the whole as an introduction to proportion
- 4th** - Begin to recognize body and facial proportions and use corresponding vocabulary
- 5th** - Continue to learn body proportions and vocabulary
- 6th** – Recognize how various perspective techniques show proportion and scale

# REFLECTING ON ART CRITICALLY AND AESTHETICALLY

We all have opinions about works of art and other types of images, yet very often we arrived at those opinions without knowing how or why we got there. Learning to look at images more critically, and talk about what they are seeing will give students important skills they need to be able to communicate more clearly, and to explain their thought processes more easily.

Reflecting on art critically and aesthetically can begin at any grade level. Student's reflections and responses are focused by the use of art images in the classroom and **do not** always have to be tied to an art production activity. **Looking at images should become a daily or weekly activity for students.**

An effective method for guiding student's discussion is through the Aesthetic Scanning process. Through this process students acquire necessary vocabulary, study the elements and principles of design, learn to evaluate and judge works of art, and consider the role of art in various cultural and historical contexts.

While looking at art works, students are guided through activities which develop perception, discussion, and critical thinking skills. The students are involved in **describing, analyzing, interpreting, and evaluating** works of art.

Scanning activities may focus on one or all of these components depending on the particular work and the past experiences of the viewers. The order of the discussion might also vary depending on the work being viewed. Through repeated exposure and practice, students learn what to look for in artworks and become aware of different ways to consider what they see.

The following framework illustrates the four general focus components: description, analysis, interpretation, and evaluation.

## VISUAL/ANALYTIC SCANNING PROPERTIES

<b>Description</b> Describe what you see? <ul style="list-style-type: none"><li>• Elements of design</li><li>• Subject matter</li></ul>	<b>Analysis</b> What planning and organization is shown? <ul style="list-style-type: none"><li>• Principles of design</li><li>• Technical properties</li></ul>
<b>Interpretation</b> What meaning does the work have? What feelings are expressed? <ul style="list-style-type: none"><li>• Mood or feeling</li><li>• Message or meaning</li><li>• Artist intent</li></ul>	<b>Judgment/Evaluation</b> Is this work of art successful? Are there strengths and weaknesses? <ul style="list-style-type: none"><li>• Design/composition</li><li>• Historical significance</li><li>• Craftsmanship</li><li>• Originality</li><li>• Preference</li></ul>

**Scanning to visual literacy is like the alphabet to reading**

We live in a world awash with visual imagery and symbolism. This imagery can include: fine art, industrial design, architectural components, movies, advertising, video games, printed materials, computer graphics, and digital images to name a few. Looking at images, critically and aesthetically is a necessary skill that requires repeated exposure, practice and reflection.

It is often difficult for students to articulate what they know in their minds. As they are given practice using vocabulary, answering questions, and giving their own opinions they will become more adept at expressing their thoughts. Use these questions as a starting point and remember to allow the necessary wait time for students to formulate their thoughts and express their ideas

\*\*\*\*\*

## Description

What do you notice about this work of art?  
What things can you see and point to in this work of art?  
How big do you think this work of art is in real life?  
Is the work representational (realistic), abstract or nonobjective?

### Elements of design

What lines, shapes, colors and textures do you see? Describe how they look.  
Trace the lines in the air with your finger.  
How are space and form used in this work?  
Do you notice any patterns?  
Is anything repeated?  
Is this a 2D or 3D work?  
Are there areas of negative or positive space?

### Subject matter

What is happening in this picture, what is this work of art about?  
Do you recognize anything in this work?  
Is this a landscape, still life, portrait etc.?  
Are there any clues that tell you when this artwork might have been made?  
Does this work tell you anything about how people lived during the time the art was created or how things looked during that time?

**During this part of the discussion students may want to tell you what they think the work reminds them of, or what they think they see in the work, especially if the work is abstract or non-objective. Tell them this can come later but right now we are identifying things they can actually point to and identifying things that everyone can agree about.**

## Analysis

What planning and organization do you see?

### Principles of design

How is this work of art organized?  
Does everything look like it fits and belongs in this work of art?  
Is the work of art balanced?

Do you see contrast between any of the elements (line shape color etc.)?  
Where is your eye drawn to first?  
How does the artist keep your eye moving around the page?

#### **Technical properties**

How do you think this work of art was made?  
What tools and materials did the artist use to create this work of art?  
What is this work of art made of?  
Does this work of art have a particular style?  
Does this style tell you anything about when this work might have been made?

## **Interpretation**

Does this work remind you of anything?  
What meaning does the work have?  
What feelings are expressed?  
How does this work make you feel?  
Does this look like a man or a woman created it? Why?  
Does this work of art tell us anything about what the artist thinks or values?

#### **Mood or feeling**

What mood words can you use to describe the feelings you see or experience in this work of art?  
Does the color scheme lend itself to a particular mood or feeling?

#### **Message or meaning**

Why did the artist create this work of art?  
What is the artist trying to tell you?  
Where did the artist get their idea for this work?  
Is there a message the artist wants to convey with this work of art?  
Is there more than one message? What is the message?  
Is the artist successful in conveying their message?

#### **Artist intent**

Why did the artist create this work in this particular style?  
Does this work of art look realistic or abstract?  
Is this object used for something?  
Why was it made?  
Can you tell anything about the artist's personality from this work?  
Is there a story that goes with this work?  
What will be the next thing that happens?

## **Judgment/Evaluation**

What are the strengths and weaknesses of this work?  
What makes this a work of art, or not?  
What would someone from the past think of this work of art?  
Is this a successful work of art?  
Does the work show high or low energy?  
Is it calm or energetic?  
What aesthetic theory does this work best fit into? Why?



### **Design/composition**

- Does this work of art show careful planning?
- Did the artist choose the right medium to fit their content or message? Why or why not?
- Would the work be as effective in another medium?

### **Symbolic content**

- Are there symbols in this work of art?
- Can you identify them?
- What do they mean?

### **Historical significance**

- Is this work of art historically significant, or important?
- In 50 or 100 years from now will this be considered an important work of art? Why or why not?

### **Metaphors**

- Does the subject matter do a good job of providing message or meaning?
- Can you think of another work of art or idea that might have the same meaning?

### **Craftsmanship**

- Was the artist skillful in creating this work?
- Were they able to use their materials tools and techniques in an innovative well-planned and creative way?
- Does the work of art look like it took a long or short time. Did the artist use their tools in a careful manner?

### **Originality**

- Does this work of art remind you of something else?
- Is it an original idea?
- Have you seen this idea or subject before?
- Is this work of art unique?
- What is unique about this work of art?
- What does original mean?

### **Preference**

- Do you like this work of art?
- Would you take it home with you if given the choice?
- Do you know someone who might want this in his or her house?

## ***Things you can do with an art poster***

If you have art posters and available images but you don't want to do a full art lesson here are some more ways you can use posters and pictures. The District Media Center also has a large selection of poster images.

- Use for writing, or for speech prompts
- During class transition times hold mini scans and discussions
- Blind partner draw (one person looks at an image and describes what they see to a partner. The partner then draws that description without looking at the picture)
- Treasure hunts and eye spys
- Bring to life in one act or longer plays
- Describe what happens just before or just after this "scene"
- Use as story prompts
- Create movement and/or sounds to match the artwork
- Interpret through poetry, song or movement
- Interview the artist (a student acts as the artist answering questions about the art given by the rest of the class).
- Use math skills to calculate the proportion of the poster image to the original work
- Calculate how much room is needed to set up a display if students had access to the original works of art
- Discover the sub-text: what would the characters in the work of art be saying if they could talk? What are they thinking, but not saying? Who are the characters?



*American Gothic* (1930), Grant Wood, Oil on Beaverboard, 74.3cm x 62.4cm (29¼in x 24½in)

## **CRIZMAC Art Vocabulary Starter**

The development of an art vocabulary is a natural outcome of the aesthetic scanning process. Children learn art vocabulary when they are actively involved in using the “properties system” to talk about works of art. The art/classroom teacher can assist children in this learning process by:

- Using appropriate art vocabulary during interactions with children
- Making visual examples that illuminate ideas related to art concepts
- Dramatizing an unfamiliar concept like asymmetry
- Utilizing art concepts to design learning center activities
- Planning lessons with art media that encourage children to use the language as they learn to use concepts such as repetition and contrast and skills with art media to express their ideas and feeling
- Asking questions that draw upon children’s critical thinking skills

Encourage your students to learn art vocabulary by interacting with aesthetic objects; e.g. people, the environment, serious and popular works of art, and by working with art media.

The art vocabulary starter is a list of the property systems and descriptive art vocabulary. Using descriptive vocabulary helps children move from a beginning level of engagement with artworks, such as simply labeling an art element, to an in-depth discussion such as making comparisons and/or noting relationships found in works of art.

### **PROPERTY SYSTEMS/ DESCRIPTIVE VOCABULARY** **SENSORY PROPERTIES**

Visual properties of color, shape, line, etc. that are also known as the elements of design. Sensory properties are immediately visible and can be pointed to in a work of art.

**COLOR** - The way we see light when it is reflected from a surface or refracted by a prism. The primary colors are red, yellow and blue. The secondary colors are orange green and violet.

HUE	COLOR SCHEMES	VALUE	INTENSITY	DEGREES OF TRANSPARENCY
Red	primary	light/tint	bright	transparent
Orange	secondary	medium	dull(grayed)	translucent
Yellow-orange	intermediate	dark/shade	medium	opaque
Yellow	tertiary	tone		
Yellow-green	complementary			
Green	neutral			
Blue-green	analogous			
HUE	COLOR SCHEMES			
Blue	monochromatic			
Blue-violet				
Violet				
Red-violet				
Brown grey				
Black				

LINE - A path left by a moving point. An element used to define a shape and show the edge of objects.

WIDTH	LENGTH	DIRECTION	FOCUS	BOUNDARY
Thick	long	horizontal	parallel	sharp edge
Thin	short	vertical	oblique	fuzzy
Tapering	continuous	diagonal	radial	blurred
Narrow	broken	curving		
Wide		zigzag		
		meandering		
		perpendicular		

SHAPE - A two – dimensional area with height and width

SIZE	GEOMETRIC	ORGANIC	INORGANIC
Length	circle	plant	man made
Width	square	animal	straight edges
Height	rectangle	free form	
Irregular	pentagon	curvy edges	
Graduated	hexagon	person	
uniform	octagon		
	polygon		

FORM - The three-dimensional area of an object. An object that has height, width and depth is three dimensional.

SIZE	GEOMETRIC	MASS	POSITIVE SPACE	NEGATIVE SPACE
Area	cylinder	light	filled	open
Volume	sphere	heavy	dense	empty
Density	cube	solid	occupied	void
	pyramid		open	
	cone			

TEXTURE - The way a surface feels or looks like it feels. It can be real (tactile) or implied (visual)

Smooth	rough	wet	dry
Soft	hard	shiny	dull / matt
Slick	abrasive	coarse	fine
Porous	solid	bumpy	ridged
Spiky	lumpy		

VALUE - The lightness or darkness of a color created by the addition of white or black to the color. The lightest value is white, the darkest value is black.

ABSORBED/REFLECTED	SHADOW
Light	light
Medium	medium
Dark	dark

## FORMAL PROPERTIES

The ways in which the sensory properties are organized and structured create the formal properties.

**UNITY** - The cohesive wholeness of a composition. Every element in a unified composition is in harmony with the other elements.

**THEME & VARIATION** – When any of the elements in a composition are used in different ways, for example, geometric shapes of different sizes, different types of textures or line with different qualities.

**REPETITION** - When any or all of the elements of design such as lines, shapes, or colors, occur several times within a piece of art. When an element is repeated consistently, it becomes a pattern.

**BALANCE** – The equal “visual weight” of shapes, lines, color, texture, or space on both sides of an imaginary center line

Symmetrical                      asymmetrical                      radial

**RHYTHM** – The illusion of motion or movement created by repeating elements in a composition.

Regular                      random                      circular

**CONTRAST** – The range of difference within an element of design. For example, light vs. dark color, smooth vs. rough texture, small vs. large shapes.

Strong                      weak                      subtle                      intense                      high                      low

**DOMINANCE** – The difference in importance of one aspect in relation to all other aspects.

**MOVEMENT** – The illusion of motion and direction in a composition.

RATE	DURATION	SEQUENCE	DIRECTION
Energetic	short	before	concentric
Uniform	continuous	first	converging
Chaotic	prolonged	consecutive	clockwise
Slow	lasting	regular	advancing
Fast	constant	last	receding
Pulsing	accelerated		circulating
Leaping			contracting

**TENSION** – When elements of design create a push/pull or back and forth movement in a composition. The opposing elements compete for the viewer’s attention.

## EXPRESSIVE PROPERTIES

Qualities of the artwork that suggest a mood or feeling. Ideas, values, or meaningful content are expressive properties

## MOOD LANGUAGE

HAPPY	HURT	ANGRY	FEARLESS	DYNAMIC STATES
Festive	injured	irritated	courageous	conflict
Serene	isolated	furious	bold	suspense
Joyous	heartbroken	annoyed	daring	tranquility
Cheerful	lonely	cross	loyal	relaxation
Playful	upset	stubborn	proud	tension
AFRAID	SAD	INTERESTED	EAGER	IDEA/IDEAL LANGUAGE
Fearful	sorrowful	fascinated	keen	nobility
Tragic	gloomy	intrigued	ardent	wisdom
Alarmed	somber	curious	enthusiastic	authority
Suspicious	quiet	inquisitive	excited	bravery
Awed	sympathetic	sincere	proud	compassion

## TECHNICAL PROPERTIES

The tools, processes and medium used by the artist

MEDIA	TECHNIQUE	TOOLS	ART FORM
Chalk	blending	ruler	drawing
Clay	carving	potter's wheel	ceramics
Dye	tie-dye	vat	photography
Pastels	painting	brush	textiles
Fibers	cross hatching	eraser	painting
Paints	masking	chisel	collage
Pencil	subtractive	stone	sculpture
Stone	additive	knife	mask making
Ice	weaving	adz	utilitarian objects
Metal	assembling	fingers	decorative objects
Feathers	pecking	fibers	architecture
Wood	incising	saw	fiber arts
Skin	drawing	torch	quilting
Minerals/oxides	fusing	press	
Blood		screen	
Hair		glue	
Seeds/berries		computer	
Gourds		camera	
Sticks			
Found objects			

## **Intensive Needs Art Curriculum for Students with Low Ability**

Beth Taylor and Maya Gauvreau Anchorage School District – 2006

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<b><u>Medium</u></b> (Appropriate materials)	<b><u>Fine Motor Skills</u></b>	<b><u>Application of Skill</u></b>
<b>Drawing</b> (Markers, Fat Crayons, Daubers)	Grasp and hold tools.	Making marks, releasing tools Making shapes with stencils.
<b>Painting</b> (Finger-paint, Large Brushes, Sponges in Clothespins, Shaving Cream with Paint)	Grasp and hold tools.	Random strokes; may need assistance.
<b>Printmaking</b> (Rubbing Cards, Stamping Brayers, Stencils, Sponges in Clothespins)	Grasp and hold tools.	Use of strength to make a mark using materials.
<b>Fiber</b> (Felt, Cotton Balls, Burlap Cloth, Collage)	Grasp and hold tools and materials.	Application of materials to surface.
<b>Collage</b> (Paper, Glue, Wallpaper, Cloth, Metallic Papers, Foil, Tissue, Cellophane)	Grasp and hold materials. Introduce pinch and hold for tearing.	Application of materials to surface.
<b>Paper Mache'</b> (Art Paste, Butcher/Fadeless Paper)	Tearing, cutting (with assist) snipping, squeezing, rubbing, rolling, pressing, and twisting. Grasp and hold materials.	Use of art paste to squeeze, roll, press and twist paper into a 3-D form w/assistance.
<b>Sculpture</b> (Paper, Wire, Pipe Cleaners Cardboard, Foil)	Crumpling, twisting, folding, squeezing and/or snipping. Grasp and hold materials.	Transforming materials from 2-D to 3-D by above skills, to include gluing.
<b>Clay</b> (Model Magic, Red or White Clay, Oil Base Clay, Salt Dough, Play Doh)	Squeezing, pressing, rolling clay. Grasp and hold tools	Use of strength to make impressions in clay. Rolling motion for balls and coils.
<b>Tactile Stimulation Materials:</b> (Bubble Wrap, Sand Paper, Pine Cones, Natural Objects, Textural Objects, Sand)		

## **Intensive Needs Art Curriculum for Students with Moderate Ability**

Beth Taylor and Maya Gauvreau Anchorage School District – 2006

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<b><u>Medium</u></b> (Appropriate Materials)	<b><u>Fine Motor Skills</u></b> (Note: With Assistance as Needed)	<b><u>Application of Skill</u></b>
<b>Drawing</b> (Markers, Fat Crayons, Daubers)	Grasp, hold and release tools and materials. Two-handed tasks. Application of some details.	Make controlled marks. Making shapes with or without stencils.
<b>Painting</b> (Finger Paint, Large Brushes, Sponges in Clothespins, Shaving Cream in paint.)	Same as above	Same as above – also with controlled strokes.
<b>Printmaking</b> (Rubbing Cards, Stamping, Brayers, Stencils)	Same as above	Use of strength to apply tools. Controlled marks.
<b>Fiber</b> (Felt, Cotton Balls, Burlap, Cloth, Collage)	Same as above	Application of materials to surface with control.
<b>Collage</b> (Paper, Glue, Wallpaper, for tearing skill. Cloth, Metallic Paper, Tissue)	Same as above, adding pinching for tearing skill.	Tearing paper. Snipping/ Cutting on pre-drawn line.
<b>Paper Mache'</b> (Art Paste, Butcher/ Fadeless Paper)	Same as above – with ability to tear, cut, snip, squeeze, rub, roll, press, twist with assistance.	Use of art paste to rub, squeeze, roll, press, and twist paper into 3-D form.
<b>Sculpture</b> (Paper, Wire, Pipe Cleaners, Cardboard, Foam Core, Foil)	Controlled manipulation of crumpling, twisting, folding squeezing, snipping/cutting.	Intentional manipulation of materials. squeezing, snipping/cutting.
<b>Clay</b> (Model Magic, Red or White Clay, Oil Base Clay, Salt Dough, Play Doh)	Grasp, hold and release tools. Rolling balls and coils for independent manipulation.	Independent clay use after demonstration with ball/coil rolling.

Note: Any time you have a 15-20 minute “empty time” in a class – have a “Painting/Finger Painting Center/Table’ for Paper Collage products that can be made and used at a later date.



## Intensive Needs Art Curriculum for Students with High Ability

Beth Taylor and Maya Gauvreau Anchorage School District – 2006

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### Medium

(Appropriate materials)

#### **Drawing**

(Markers, Fat Crayons, Daubers)

#### **Painting**

(Finger-paint, Large Brushes, Sponges in Clothespins, Shaving Cream with Paint.)

#### **Printmaking**

(Rubbing cards, Stamping Brayers, Stencils, Sponges in Clothespins)

#### **Fiber**

(Felt, Cotton Balls, Burlap Cloth, Collage)

#### **Collage**

(Paper, Glue, Wallpaper, Cloth, Metallic Papers, Foil, Tissue, Cellophane)

#### **Paper Mache'**

(Art Paste, Butcher/Fadeless Paper)

#### **Sculpture**

(Paper, Wire, Pipe Cleaners Cardboard, Foil)

#### **Clay**

(Model Magic, Red or White clay. Clay, Oil Base Clay, Salt Dough, Play Doh)

### Fine Motor Skills

Identify, reach, grasp, release and manipulate tools. Controlled movements. Two-handed tasks. Recognize and apply details to artwork.

Same as above

Same as above.

Same as above

Same as above.  
Pinch for controlled tearing.

Same as above  
Ability to tear, cut, snip, rub press, roll and squeeze without assistance.

Same as above.  
Intentional manipulation of crumpling, twisting, folding, squeezing, cutting/ snipping.

Same as above.  
Intentional experimentation and manipulation of tools.

### Application of Skill

Make controlled marks.  
Make shapes freehand.

Intentional strokes.

Application of material to surface.

Independent use of materials

Application of material to surface. Independent cutting on pre-drawn lines.  
Independent glue use.

Use of art paste to squeeze, roll, press and twist paper into 3-D form without assistance.

Independent use of materials after demo.

Independent clay use after demo of ball/coil rolling and adding simple attachment.

Note: Any time you have a 15-20 minute "empty time" in a class – have a "Painting/Finger Painting Center/Table" for Paper Collage products that can be made and used at a later date.



## *Adventures in art Curriculum Maps*

During the last art curriculum adoption cycle our district chose to use the *Adventures in Art* series from Davis publications. Large poster sets, Big Books and Teacher Editions were provided to schools. Some schools also supplemented with sets of student edition text books.

For this cycle the curriculum committee has chosen to continue with the *Adventures in Art* series. This series is useful in that individual lessons are not grouped into strong thematic units and it is relatively easy to pull out and teach lessons that correspond to other things you are doing in your classroom.

On the following pages are curriculum maps created to correspond with this series. The maps represent an outline of what you might teach if you wanted your students to participate in one art lesson per week for the whole year.



## Kindergarten Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
<b>August</b>	<b>Kindergarten - Portraits</b> <i>Aesthetics</i> What is art? <i>Criticism</i> What is the difference between a portrait and a self-portrait? <i>History</i> Who were Kathy Kollwitz and Horace Pippin? <i>Production</i> What are the ways we can show our families and ourselves?  <b>Resources</b> Adventures in Art* – Kinder Guide Unit One Lesson 1 Self Portraits Lesson 2 Family Portraits	Students will begin to discuss what art is and why people create it  Students will be able to distinguish between original works and posters  Students will be able to differentiate a portrait from a self portrait  Students will create drawings of themselves and their families	Participation in class discussion  Completed drawing of themselves doing their favorite activity  Completed drawing of themselves with their families
<b>September</b>	<b>Kindergarten – Lines, shape and color</b> <i>Aesthetics</i> What kind of art is in your home, why? <i>Criticism</i> How would you describe the lines shapes and colors you see in these works of art? <i>History</i> How do different artists use lines, shapes and colors in their paintings <i>Production</i> What materials and tools can we use to explore the elements of line, shape and color?  <b>Resources</b> AA – Kindergarten guide Select lessons from unit 2 and unit 3	Students will discuss art in their personal lives  Students will examine the art of Picasso, Kandinsky and others  Students will point out and identify visual elements of design  Students will work with a variety of media and materials	Participation in class discussion  Produce drawings, paintings and collage using various media

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<b>October</b>	<p><b>Kindergarten – Mask making and costuming</b></p> <p><i>Aesthetics</i> Why would people want to wear masks and costumes  <i>Criticism</i> What do the words symmetry and embellishment mean?  <i>History</i> How does clothing from other cultures look different from what wear? Why do different cultures make masks?  <i>Production</i> What characters and expressions can we portray using masks and costumes?</p> <p><b>Resources</b>  AA – Kindergarten guide  Select lessons from unit 4 and unit 5</p>	<p>Students will examine the masks of Native Alaskan and other cultures</p> <p>Students will discuss the use of masks and costuming in other cultures</p> <p>Students will point out and identify visual elements of design including symmetry, embellishment, decoration,</p> <p>Students will work with a variety of media and materials to create masks and costuming</p> <p>Students will display finished product and discuss their choices</p>	<p>Participation in class discussion</p> <p>Finished mask and article of clothing</p>
<b>November</b>	<p><b>Kindergarten – Exploring color and brush stroke</b></p> <p><i>Aesthetics</i> How does color affect out moods and feelings?  <i>Criticism</i> What colors are used to make other colors? Can you name some color families? What marks can be made with a paintbrush?  <i>History</i> In what way did these artists use different colors and brush strokes  <i>Production</i> What colors can you mix with your paint? What marks can you make with your brush?</p> <p><b>Resources</b>  AA – Kindergarten guide  Select lessons from unit 7 and unit 8</p>	<p>Students will discuss why they favor one color over another, how colors make them feel, the use of color in their environment</p> <p>Students will examine the works of Van Gogh, Alma Thomas, Kandinsky and others</p> <p>Students will identify primary colors, and learn how other colors are created.</p> <p>Students will practice using paint and brushes in an appropriate manner</p> <p>Students will compare their work and the work of others</p>	<p>Participation in class discussion</p> <p>Demonstrate proper use of tools</p> <p>Demonstrate an understanding of basic color mixing and color families</p>

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<b>December</b>	<p><b>Kindergarten – Making books</b></p> <p><i>Aesthetics:</i> Can books be considered works of art?  <i>Criticism:</i> What are the different parts of a book?  <i>History:</i> Have books always looked the same as today?  <i>Production:</i> Can you create a book about yourself?</p> <p><b>Resources</b>  AA – Kindergarten guide  Select lessons from unit 20</p>	<p>Students will discuss the history of books</p> <p>Students will identify the various parts of a book including cover, binding, end page, and title page.</p> <p>Students will discuss the difference between author and illustrator</p> <p>Students will assemble a book using a simple sewn binding</p> <p>Students will act as author and illustrator to create a book about themselves</p>	<p>Participation in class discussion</p> <p>Production of simple sewn book containing text and illustration</p>
<b>January</b>	<p><b>Kindergarten – Textures and patterns</b></p> <p><i>Aesthetics:</i> Why do people like to surround themselves with patterns and textures? Are you wearing any patterns today?  <i>Criticism:</i> Is there a difference between how something looks and how it feels? How are patterns created? Do patterns always repeat?  <i>History:</i> In what ways do artists show us what texture looks like? Quilts sometimes show texture and patterns, do you know any quilt makers?  <i>Production:</i> How many different ways can you show a pattern or texture?</p> <p><b>Resources</b>  AA – Kindergarten guide  Select lessons from unit 9, unit 10, unit 14</p>	<p>Students will create patterns through movement and drawing</p> <p>Students will recognize pattern in the environment around them.</p> <p>Students will use simple and complex patterns to create images.</p> <p>Students will gather many different kinds of textures.</p> <p>Students will combine concepts of texture and pattern in printing activities.</p> <p>Students will continue to develop vocabulary to critique and discuss their work and the work of other artists.</p>	<p>Participation in class discussion.</p> <p>Demonstrate an understanding of how patterns are created.</p> <p>Creation of simple and complex patterns.</p> <p>Distinguish between real and shown texture</p> <p>Discovery and use of texture.</p> <p>Creation of a texture collage.</p>

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<b>February</b>	<p><b>Kindergarten – Drawing People and Animals</b></p> <p><i>Aesthetics:</i> Are pictures of people and animals always exact representations of what they look like? Can you draw how someone is feeling?</p> <p><i>Criticism:</i> What is the difference between a portrait and a self-portrait? In what ways do artists show the details of what a person or animal looks like?</p> <p><i>History:</i> What do portraits of people tell us about how they lived?</p> <p><i>Production:</i> How is drawing a person and an animal the same or different?</p> <p><b>Resources</b> AA – Kinder guide Select lessons from unit 12, unit 13, unit 15</p>	<p>Students will increase skills in drawing from observation.</p> <p>Students will understand how to show body movement.</p> <p>Students will gain an increase in awareness of physical appearance and develop vocabulary to describe it.</p> <p>Students will learn that some artists draw from observation, and some from imagination.</p> <p>Students will learn to include textural and descriptive detail in their art work.</p>	<p>Participation in class discussion.</p> <p>Differentiation between portrait and self-portrait.</p> <p>Creation of drawings and collages showing people and animals.</p>
<b>March</b>	<p><b>Kindergarten – Working with Clay</b></p> <p><i>Aesthetics:</i> Do you like working with clay? What makes clay so fun to work with?</p> <p><i>Criticism:</i> How is working with clay different than working with other drawing materials?</p> <p><i>History:</i> What are some of the earliest ways clay was used? How do artists use clay today?</p> <p><i>Production:</i> How might we create different shapes with the clay? Different textures?</p> <p><b>Resources</b> AA – Kinder guide Select lessons from unit 11 and unit 17</p>	<p>Students will develop an awareness of how touch affects clay.</p> <p>Students will learn to create 3-dimensional objects by pulling out from the clay or adding pieces to it.</p> <p>Students will learn how to add texture to a smooth object.</p> <p>Students will observe how historical and contemporary artists created with clay.</p>	<p>Participation in class discussion</p> <p>Creation of three-dimensional objects.</p> <p>Use of texture to enhance created forms</p>



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<b>April</b>	<p><b>Kindergarten – Sculpture and Fiber Arts</b></p> <p><i>Aesthetics:</i> Are things made from junk beautiful?  <i>Criticism:</i> Does the type of material used make a difference in how you look at a work of art?  <i>History:</i> What do the artists Deborah Butterfield and Alexander Calder have in common?  <i>Production:</i> What materials can you find to create a sculpture or treasure box?</p> <p><b>Resources</b>  AA – Kindergarten guide  Select lessons from unit 16 and unit 19</p>	<p>Students will work collaboratively.</p> <p>Students will learn how artists create from everyday objects.</p> <p>Students will increase skills in organizing materials into 3–D forms.</p> <p>Students will learn about and practice embellishing and object.</p> <p>Students will continue to develop vocabulary to critique and discuss their work and the work of other artists.</p>	<p>Participation in class discussion</p> <p>Working with others to create a mural.</p> <p>Assembled 3-D sculpture.</p> <p>Creation of pouch or container to hold treasure.</p>
<b>May</b>	<p><b>Kindergarten – Architecture and Community</b></p> <p><i>Aesthetics:</i> What do we call someone who designs buildings?  <i>Criticism:</i> What are some unique characteristics about your home and your neighborhood?  <i>History:</i> How have people’s homes changed over time?  <i>Production:</i> How would you show your favorite room in your house?</p> <p><b>Resources</b>  AA – Kindergarten guide  Select lessons from unit 18</p>	<p>Students will discuss what makes a home.</p> <p>Students will observe and discuss styles of architecture.</p> <p>Students will formulate an idea of what makes a community.</p> <p>Students will create drawings of their homes and communities.</p>	<p>Participation in class discussion.</p> <p>Creation of works of art that show home and community.</p>

## First Grade Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
August	<p><b>First Grade</b>  <i>Aesthetics</i> What are the different ways to make art?  <i>Criticism</i> Can you name some different line qualities?  <i>History</i> Do you know the names of any artists?</p> <p><b>*AA (2) Lines Show Motion</b>            What kind of line motions can you draw in the air with your finger?</p> <p><b>AA (3) A Shape Collage</b>            What do we call the space left behind after a shape is cut out? Negative space.</p> <p><b>AA (5) Shapes and Faces</b>            Compare and contrast several different portraits, asking, "What do you know about these people from looking at their pictures?"</p> <p><b>*Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p>Students will:</p> <p>Identify, compare and contrast qualities of line in works of art and their environment.</p> <p>Experiment drawing many different kinds of lines that show paths of movement.</p> <p>Identify how artists use shape and color in their works.</p> <p>Observe how artists show differences when making portraits.</p> <p>Create collages that show use of shape and space and a portrait collage.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Nonobjective or abstract drawings that show several different line qualities.</p> <p>Collage that shows use of space and shape.</p> <p>Portrait collage of a face.</p>
September	<p><b>First Grade</b>  <i>Aesthetics</i> What is your favorite art form?  <i>Criticism</i> What happens when colors are mixed together?  <i>History</i> Why do you think the artist made this work?</p> <p><b>AA (6) Printing a Pattern</b>            How do you print a pattern?</p> <p><b>AA (8) Rubbings of Textures</b>            What is texture?</p> <p><b>AA (11) Warm and Cool Colors</b>            Can you name the colors in each color family?</p> <p><b>AA (12) Painting a Rainbow</b>            What are primary and secondary colors?</p>	<p>Students will:</p> <p>Learn that pressing an inked or painted object onto paper can make a print.</p> <p>Experiment with finding different textures in their environment.</p> <p>Learn how to make a texture rubbing.</p> <p>Discuss differences in mood created by the use of primarily warm or cool colors.</p> <p>Mix primary colors to create secondary colors.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Printed pattern of shapes.</p> <p>Texture rubbing of various surfaces</p> <p>Two similar drawings, one showing warm and one showing cool colors.</p> <p>Paintings that show color mixing.</p>

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<b>October</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Does all art have to be beautiful?  <i>Criticism</i> What kinds of tools do artists use to create with?  <i>History</i> What was going on in the world when this work was created?</p> <p><b>AA (13) Painting on Wet Paper</b>  <b>What happens to paint when your paper is very wet?</b>  <b>AA (14) Exploring Brushstroke</b>  <b>How many different marks can you make with one paintbrush?</b>  <b>AA (15) Review Unit 1 Drawing</b>  Compare how two paintings or drawings are alike, and how they are different.</p>	<p>Students will:</p> <p>Observe what happens when a painting is made using a lot of water.</p> <p>Experiment with painting on wet paper.</p> <p>Learn how paintbrushes can be used to create different lines, shapes, textures and patterns.</p> <p>Use their knowledge of art terms to identify and describe similarities and differences in artworks.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Paintings showing various techniques learned.</p>
<b>November</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Can Something ugly still be considered art?  <i>Criticism</i> How did the artist arrange this picture?  <i>History</i> What role might this artist have played in the community when this work was created?</p> <p><b>AA (16) People We Remember</b>  <b>What helps you remember people you have known?</b>  <b>AA (18) Fun at the Park</b>  <b>How many ways can we show distance in a picture?</b>  <b>AA (19) People at Work</b>  What is the difference between a picture and a sculpture?</p>	<p>Students will:</p> <p>Observe that works of art may show the emotions of special moments and human relationships.</p> <p>Learn how artists show near and far, and action in drawings.</p> <p>Create drawings that show people at rest and play.</p> <p>Learn that a sculpture is a form that can be seen from many sides, but a picture can only be seen from one side.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings and sculptures of people at work and play.</p>

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<b>December</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Do you have any art in your home? What is it?  <i>Criticism</i> What colors or lines would you use to show a stormy day?  <i>History</i> What is the weather like in different parts of the world?</p> <p><b>AA ( 21) Where we Live</b>            What shapes would you use to show where you live?</p> <p><b>AA (23) Changes in Seasons</b>            What colors can we use to show the changing seasons?</p> <p><b>AA (24) Changes in Weather</b>            Can you describe the kind of weather you see in this artwork?</p>	<p>Students will:</p> <p>Practice drawing skills.</p> <p>Understand that an artwork can be created with a tall vertical format or a wide horizontal one.</p> <p>Identify subtle colors in landscape paintings and observe how artists plan spaces in a picture.</p> <p>Learn that the same theme can be shown using different styles.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Creation of drawings and paintings that show landscapes, cityscapes, changes in weather and changes in seasons.</p>
<b>January</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Can color affect you moods and feelings?  <i>Criticism</i> What happens when colors mix together?  <i>History</i> Did we always have the kinds of colors we have now?</p> <p><b>AA (25) Colors at Night</b>            How do colors change during different times of the day?</p> <p><b>AA (26) A Monoprint of Flowers</b>            What is a monoprint?</p> <p><b>AA (27) A Sculpture about Nature</b>            How can flat paper be turned in to a sculpture?</p>	<p>Students will:</p> <p>Create a painting that uses crayon resist techniques.</p> <p>Review that printing is a process of transferring an image from one surface to another.</p> <p>Learn that a monoprint is a type of print process where only one print is produced.</p> <p>Assemble paper into 3-dimensional sculptures.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Finished crayon resist painting that shows colors at night.</p> <p>Monoprint that shows flowers.</p> <p>Creation of paper sculptures that reflect nature.</p>

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<b>February</b>	<p><b>First Grade</b>  <i>Aesthetics</i> What makes a work of art special?  <i>Criticism</i> How is pattern used in creating art?  <i>History</i> Are people who sew and work with fibers still artists?</p> <p><b>AA (31) Patterns in Cloth</b>            Can you name different kinds of materials that can be woven?</p> <p><b>AA (33) Designing a Quilt</b>            In what ways can patterns be created?</p> <p><b>AA (35) Art to Wear</b>            How do other cultures use masks?</p> <p><b>AA (37) Art You Can Use</b>            What do we call artists who design things like bags and wrapping paper? Graphic designers.</p>	<p>Students will:</p> <p><b>Learn about weaving as an ancient art form that many cultures participate in.</b></p> <p><b>Weave a simple mat out of construction paper.</b></p> <p><b>Explore the basic principles used in designing a patterned quilt.</b></p> <p><b>Observe masks from many different cultures.</b></p> <p><b>Construct a mask from paper.</b></p> <p>Observe bag type containers, and discuss the idea of containers as an art form.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Creation of a finished woven mat</p> <p>Participation in creation of paper classroom quilt.</p> <p>Completed mask.</p> <p>Decorated bag that can be used in conjunction with a celebration.</p>
<b>March</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Can animals create art?  <i>Criticism</i> What does 3-D mean  <i>History</i> How do cultures tell us about themselves through sculpture?</p> <p><b>AA (38) Modeling a Relief Sculpture</b>            In what way is a relief sculpture different than a regular sculpture?</p> <p><b>AA (41) Sculpture from Found Objects</b>            Can you name some things around your house you can use to create a sculpture?</p> <p><b>AA (42) Balance and Pattern</b>            What is a mosaic?</p>	<p>Students will:</p> <p>Learn how a relief sculpture is different than regular sculpture.</p> <p>Create a foil relief sculpture.</p> <p>Look at images of found object, assemblage sculptures and discuss what they see.</p> <p>Create a sculpture from objects found and brought from home.</p> <p>Learn about mosaics as an art form.</p> <p>Discuss the concepts of symmetry and pattern</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Assembled foil relief design.</p> <p>Completed found object sculpture.</p> <p>Created paper mosaic that uses triangles, squares and rectangles in a planned symmetrical pattern.</p>

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<b>April</b>	<p><b>First Grade</b>  <i>Aesthetics</i> Do all art works have to be about something?  <i>Criticism</i> Are there familiar shapes you see in this artwork.  <i>History</i> Why was this created?</p> <p><b>AA (48) Designs for Alphabets</b>  What do you call different kinds of alphabet lettering? Fonts.</p> <p><b>AA (49) Making a Book</b>  What is the difference between a handmade and factory made book?</p> <p><b>AA (51) Shapes in Buildings</b>  What is the most common shape you seen in buildings?</p> <p><b>AA (52) Forms in Buildings</b>  Do buildings always have to be square?</p>	<p>Students will:</p> <p>Learn that one of the jobs of a graphic designer is to create new kinds of lettering.</p> <p>Create a simple handmade book.</p> <p>Observe that buildings are made up of small and large geometric shapes.</p> <p>Create a collage of a building using various shapes.</p> <p>See that three-dimensional models are helpful in planning real structures.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>One page of a class alphabet book.</p> <p>Completed book about the student or someone they know.</p> <p>Collage of a building that shows varied shapes used in logical relationships.</p> <p>Assembled 3-D models of buildings.</p>
<b>May</b>	<p><b>First Grade</b>  <i>Aesthetics</i> How do we know what the artist is trying to tell us?  <i>Criticism</i> What is the difference between radial and symmetrical balance?  <i>History</i> How long have movies been around?</p> <p><b>AA (55) Designing a Garden</b>  What do we call a person who designs outdoor spaces? Landscape architect.</p> <p><b>AA (59) Making Pictures of Motion</b>  How can you show movement with pictures?</p>	<p>Students will:</p> <p>Learn that garden design is one facet of landscape architecture.</p> <p>Draw a design for a formal garden.</p> <p>Discuss motion pictures and television as a form of art.</p> <p>Create a sequence of pictures to suggest motion.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Design of a formal garden that shows radial or symmetrical balance.</p> <p>Sequence picture that shows movement of the subject matter.</p>

## Second Grade Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> What is art?  <i>Criticism</i> How do you talk about art?  <i>History</i> Where and when was the artwork made?</p> <p><b>*AA (U1) Seeing Art in Your World</b>            How can we learn to see our world like an artist would see it?</p> <p><b>AA (1) Drawing a Favorite Tree</b>            How can we use different lines to draw interesting trees?</p> <p><b>*Adventures in Art hereafter AA (lesson #)</b></p>	<p>Students will:            Practice observation skills to see like an artist.</p> <p>Recognize art in nature as being different than art created by people</p> <p>Develop descriptive vocabulary regarding lines</p> <p>Plan and create a picture</p>	<p>Participation in class discussion</p> <p>Use of art vocabulary</p> <p>Finished drawings that show planning and use of lines</p>
<b>September</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> What is beauty?  <i>Criticism</i> What is design?  <i>History</i> Who is the artist?</p> <p><b>AA (2) Lines Show Motion</b>            How can lines show paths of motion?</p> <p><b>AA (3) A Collage of a Face</b>            In what way can shapes help show facial expressions?</p> <p><b>AA (4) Textures You See and Touch</b>            What is the name for how a surface feels?</p> <p><b>AA (7) Shapes Make Patterns</b>            How is a print different than a painting?</p>	<p>Student will:            Understand that lines show motion.</p> <p>Cut and glue shapes to create a collage.</p> <p>Identify visual and tactile textures in the environment and in art</p> <p>Learn how to make a texture rubbing</p> <p>Practice using found objects to create patterns</p>	<p>Participation in class discussion</p> <p>Appropriate use of tools and materials</p> <p>Creation of drawing using lines to show movement</p> <p>Completed collage</p> <p>Printed picture showing repeated pattern</p>

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<b>October</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> Are all artworks about something?  <i>Criticism</i> What things do you recognize in the artwork?  <i>History</i> What was the world like when this artwork was made?</p> <p><b>AA (11) Drawing City Streets</b>            What kind of planning needs to happen for creating a city drawing?</p> <p><b>AA (12) Mixing Colors of Paint</b>            How are colors created?</p> <p><b>AA (13) Painting on Wet Paper</b>            How does water change the way paint works?</p> <p><b>AA (14) Exploring Brushstroke</b>            Can you use a paintbrush to create lines like a pencil?</p>	<p>Students will:            Compare and contrast artworks about city life.</p> <p>Identify primary and secondary color families</p> <p>Understand that using paint on a wet surface changes the way it acts</p> <p>Learn to use a paintbrush in a variety of way to create different marks</p> <p>Add to their vocabulary of art terms</p>	<p>Participation in class discussion</p> <p>Ability to name primary and secondary color families and the colors that make up those families</p> <p>Creation of drawings and paintings that show planning, color mixing and different brushstrokes</p>
<b>November</b>	<p><b>Second Grade</b>  <i>Aesthetics</i> How do we know what an artwork means?  <i>Criticism</i> How was the artwork made?  <i>History</i> Why was this artwork made?</p> <p><b>AA (U2) Picturing Your World</b>            What is a sketchbook used for?</p> <p><b>AA (16) Using a Sketchbook</b>            Why is it a good idea to make sketches?</p> <p><b>AA (17) Picturing Places</b>            How do colors remind us of experiences?</p> <p><b>AA (18) Moods of Seasons</b>            How does the use of light or dark colors change a picture?</p> <p><b>AA (19) Moods of Weather</b>            What type of weather can be shown in a painting?</p>	<p>Students will:            Understand that sketching is a way to explore ideas for art and remember things they see.</p> <p>Be able to discriminate between warm and cool colors.</p> <p>Mix light and dark colors to use in a painting about seasons.</p> <p>Identify design qualities in landscapes.</p>	<p>Participation in class discussion</p> <p>Creation of simple sketchbook for continued use</p> <p>Understanding of the difference between warm and cool families</p> <p>Understanding of the difference between light and dark colors</p>



## Second Grade Map - Adventures in Art

<b>December</b>	<p><b>Second Grade</b></p> <p><i>Aesthetics</i> What makes some artworks better than others?</p> <p><i>Criticism</i> How did the artist arrange the parts in the artwork?</p> <p><i>History</i> What else was happening in the world when this artwork was made?</p> <p><b>AA (21) Portraits and Self Portraits</b> What do portraits show?</p> <p><b>AA (23) How People Move</b> How can you use action lines to show people moving?</p> <p><b>AA (26) A Story Collage</b> In what ways is a collage different or the same as a painting?</p>	<p>Students will:</p> <p>Become aware of visual clues in portraits that suggest the personality or role of a person.</p> <p>Begin to perceive how artists use diagonal and curved lines to suggest action in the human figure.</p> <p>Learn to use overlapping, position and size to show perspective in groups of people.</p> <p>Identify important elements of stories and use symbols to represent those elements.</p>	<p>Participation in class discussion</p> <p>Completed works that show people through portraits and in action.</p> <p>Use of learned art vocabulary.</p>
<b>January</b>	<p><b>Second Grade</b></p> <p><i>Aesthetics</i> Does all art have to be beautiful or pretty?</p> <p><i>Criticism</i> Does this artwork suggest certain moods or feelings?</p> <p><i>History</i> What kinds of decisions did the artist have to make to create the artwork?</p> <p><b>AA (27) Drawing Animals</b> What lines and shapes can be used to show animals moving?</p> <p><b>AA (29) Animals Under the Sea</b> What is the difference between realistic and imaginary?</p> <p><b>AA (46) Industrial Design</b> What is industrial design?</p> <p><b>AA (48) Creative Lettering</b> What name is used for different styles of letters?</p>	<p>Students will:</p> <p>Compare and contrast design qualities in artworks that express ideas and feelings about animals.</p> <p>Identify realistic and imaginary styles of art.</p> <p>Learn how to create a resist painting.</p>	<p>Participation in class discussion</p> <p>Creation of drawings and paintings that shows an animals as the center of interest.</p>

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<b>February</b>	<p><b>Second Grade</b></p> <p><i>Aesthetics</i> What do people express through their artworks?</p> <p><i>Criticism</i> What is more important in the artwork, the moods and feeling or the subject matter?</p> <p><i>History</i> Who would have used or wanted the artwork?</p> <p><b>AA (49) Pictures for Stories</b> In what ways do pictures enhance written stories?</p> <p><b>AA (50) Greeting Cards old and New</b> How have greeting cards been used over the years?</p> <p><b>AA (51) Drawing Architecture</b> How does the use of shape and pattern make the outside of a building more interesting?</p> <p><b>AA (52) Forms in Buildings</b> What geometric forms are used in building construction?</p>	<p>Students will:</p> <p>Illustrate a story or poem they have written.</p> <p>Create an original greeting card.</p> <p>Identify repeated shapes and pattern in architecture and construction.</p> <p>Learn what an architect is.</p> <p>Understand the difference between shape and form.</p> <p>Assemble a building using 3 dimensional forms.</p>	<p>Participation in class discussion.</p> <p>Successful correlation of picture to story.</p> <p>Creation of original greeting card.</p> <p>Completed drawing of a long or tall house.</p> <p>Appropriate use of construction materials.</p>
<b>March</b>	<p><b>Second Grade</b></p> <p><i>Aesthetics</i> How do we know what an artwork means?</p> <p><i>Criticism</i> Does the artwork have any special meaning?</p> <p><i>History</i> In what ways is the artwork similar to other artworks the artist made?</p> <p><b>AA (53) Forms and Functions</b> How does the shape of a building determine what it might be used for?</p> <p><b>AA (54) A Make-Believe Room</b> In what way does the design of room interiors reflect the taste of those who use the room?</p> <p><b>AA (57) Buildings Old and New</b> Can you think of a distinctive building in your town?</p>	<p>Students will:</p> <p>Become aware of the relationship between what a building looks like and what it is used for.</p> <p>Learn what an interior designer is and understand how interior design choices can influence the way people feel and act.</p> <p>Create drawings of buildings and interiors.</p> <p>Reflect on a distinctive building in their town.</p>	<p>Participation in class discussion.</p> <p>Drawing of a building with a specific function.</p> <p>Drawing of the interior of a room that reflects student's personal taste.</p> <p>Accurately reflected drawing or collage of a building in student's town.</p>

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<b>April</b>	<p><b>Second Grade</b></p> <p><i>Aesthetics</i> Do works of art tell us anything about the people who made them?</p> <p><i>Criticism</i> Does this artwork remind you of anything?</p> <p><i>History</i> How is the culture this artwork came from different than ours?</p> <p><b>AA (60) Mounting Artwork</b> What's the best way to display your art?</p> <p><b>AA (U3) Art from Many Lands</b> How do Native American artists use animals as symbols in their work?</p> <p><b>AA (31) Sculptures Tell Stories</b> In what ways is 3-dimensional art different than 2-dimensional?</p> <p><b>AA (34) Sun and Moon Masks</b> In what ways do Native Americans use symbols from nature?</p>	<p>Students will:</p> <p>Formulate criteria for selecting works of art for a show.</p> <p>Learn about the importance of symbolism in Native American cultures.</p> <p>Work in media that allows for creation of 3-dimensional works of art.</p>	<p>Participation in class discussion.</p> <p>Understanding of the use of symbolism.</p> <p>Imaginative use of symbolism.</p> <p>Creation of 3 –D sculptures.</p>
<b>May</b>	<p><b>Second Grade</b></p> <p><i>Aesthetics</i> Is it possible to dislike a work and still judge it as good?</p> <p><i>Criticism</i> Can we tell anything about the artist who made this work?</p> <p><i>History</i> What role did the artist play in the community when this artwork was made?</p> <p><b>AA (40) Pattern, Color, and Shape</b> What useful items are made from woven material?</p> <p><b>AA (44) Kinds of Balance</b> Can a container be a work of art?</p>	<p>Students will:</p> <p>Learn about the process of weaving.</p> <p>Use a paper loom to create a woven mat.</p> <p>Discuss what types of containers can be considered works of art.</p> <p>Learn about radial design.</p> <p>Embellish their own containers.</p>	<p>Participation in class discussion</p> <p>Use of art vocabulary in discussions</p> <p>Demonstrate understanding about the process of weaving.</p> <p>Use radial design to embellish a container.</p>

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	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Who decides what is art?  <i>Criticism</i> What do you think this work is mostly about?  <i>History</i> What artists do you know about?</p> <p><b>*AA (U1) Seeing and Creating Art</b>            What are some activities we call art?  <b>AA (1) Drawing People Who Pose</b>            How does sketching help you see?  <b>AA (2) Drawing Imaginary Places</b>            What are some qualities used to describe lines?  <b>AA (3) Lines to Show Motion</b>            How are lines able to show movement?</p> <p><b>*Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p>Students will:</p> <p>Discuss images of the natural world and human made objects in relation to questions about art</p> <p>Make sketches of classmates</p> <p>Incorporate a variety of lines and shapes into a drawing that shows an imaginary place.</p> <p>Observe and discuss qualities of line that imply movement in artworks and in the environment</p> <p>Create a drawing in which lines imply specific actions or movements</p>	<p>Participation in class discussion</p> <p>Completion of sketches and drawings.</p>
<b>September</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> What makes one kind of art different from another?  <i>Criticism</i> What kinds of shapes can you see?  <i>History</i> Can we tell anything about the artist from looking at these works?</p> <p><b>AA (4) Shapes and Spaces</b>            What is meant by negative and positive spaces?  <b>AA (5) Spaces With Shapes</b>            What is important about how you cut a stencil?  <b>AA (6) Balance and Rhythms</b>            How is Symmetry Achieved?  <b>AA (8) Invented Textures</b>            What is the difference between texture and pattern?</p>	<p>Students will:</p> <p>Observe interactions between positive and negative shapes in familiar contexts and optical illusions.</p> <p>Cut positive and negative shapes to be used as stencils.</p> <p>Create stencils using their own cut shapes.</p> <p>Create a collage that shows visual rhythm and symmetry.</p> <p>Create a drawing of an animal using lines inventively to suggest textures and patterns.</p>	<p>Participation in class discussions.</p> <p>Appropriate use of tools</p> <p>Self created stencil</p> <p>Drawings, paintings and collages that reflect lessons taught.</p> <p>Use of symmetry in artwork.</p>

## Third Grade Map - Adventures in Art

<b>October</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> What do we mean when we say something is beautiful or ugly?  <i>Criticism</i> How can patterns be made?  <i>History</i> How do different cultures use pattern?</p> <p><b>AA (9) Prints About Animals</b>            What is a monoprint?  <b>AA (10) Plans for Patterns</b>  <b>What kind of tool can be used to create a repeated pattern?</b>  <b>AA (12) Color Families</b>            Can you name the <b>colors</b> in the warm and cool color families?  <b>AA (13) Mixing Colors of Paint</b>            What colors are in the primary and secondary color families?</p>	<p>Students will:</p> <p>Learn about the technique of monoprinting</p> <p>Create a monoprint</p> <p>Observe and discuss the function of repeated patterns on printed surfaces</p> <p>Make a clay stamp and use it to print a repeated pattern</p> <p>Observe and describe the difference between artworks that are predominantly warm or cool</p> <p>Create painting that reflect the color families of warm and cool, primary and secondary</p>	<p>Participation in class discussion</p> <p>Appropriate use of tools and materials.</p> <p>Drawing, paintings and collages that reflect lessons taught.</p> <p>Pictures created using different printing methods.</p> <p>Demonstrated knowledge of warm and cool color families.</p>
<b>November</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> What is imitative art?  <i>Criticism</i> Can you describe the different kinds of brushstrokes you see in these pictures?  <i>History</i> Is this work of art similar to others you have seen?</p> <p><b>AA (14) Experimenting with Paint</b>            How does water affect paint?  <b>AA (15) Exploring Brushstrokes</b>            What kind of movement can your arm make to achieve different brush marks?  <b>AA (R1) Review Unit 1</b>            Why is it important to evaluate your own artwork?</p>	<p>Students will:</p> <p>Observe the qualities of paintings created with fluid, diluted paint.</p> <p>Create paintings with diluted paint.</p> <p>Use different kinds of brushstroke to create patterns and visual rhythms.</p> <p>Describe and analyze their work and the work of others.</p> <p>Create a picture where light is the center of interest.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings and paintings that reflect lessons taught.</p>

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<b>December</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> What is imaginative art?  <i>Criticism</i> What are the different color families?  <i>History</i> Are there symbols or objects from these pictures that you recognize?</p> <p><b>AA (16) Paintings About Cities</b>            What happens when you add black or white to a color?  <b>AA(17) When the Wind Blows</b>            How can you create tints and shades with only water?  <b>AA(18) Seasons and Spaces</b>            In what ways does color indicate seasons?  <b>AA(20) Animal Expressions</b>            How can texture be created with a paintbrush?</p>	<p>Students will:            Learn about the terms tint, shade and value.</p> <p>Create artworks using different tints, shades, and values.</p> <p>Compare and contrast spaces and color schemes in landscape paintings about seasons.</p> <p>Create an artwork with planned use of space and color to portray a season.</p> <p>Discuss and draw artworks that show animals, noting textures, shading, poses, and expressions.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p>
<b>January</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Do all artworks have to be beautiful or pretty?  <i>Criticism</i> What do you notice about these pictures  <i>History</i> Can you tell when these people might have been living?</p> <p><b>AA (23) Drawing People</b>            Why is it a good idea to start with a sketch before doing a final drawing?  <b>AA (24) People Outdoors</b>            What are two ways distance can be shown?  <b>AA (26) Faces of People</b>            Why is it important to understand proportion when drawing faces?  <b>AA (27) Portraits and Self-portraits</b>            What is the difference between a portrait and a self-portrait?</p>	<p>Students will:            Recall that some artwork is based on sketches.</p> <p><b>Draw pictures of students who pose.</b></p> <p>Learn about the use of perspective in art.</p> <p>Draw a picture that uses perspective.</p> <p>Observe the use of proportion in drawing faces</p> <p>Create a work of art that shows a portrait or person.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p> <p>Demonstrated knowledge of proportion as used in pictures of faces and figures.</p>

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<b>February</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Are all works of art about something?  <i>Criticism</i> What shapes, lines and colors do you see?  <i>History</i> How do artists who use the same subjects make their works different?</p> <p><b>AA (28) Still Life of Food</b>            What kind of subject matter can be in a still life picture?  <b>AA (30) A City at Night</b>            What is a resist painting?  <b>AA (R2) Review</b>            How can pictures of the same subject be different and alike?</p>	<p>Students will:</p> <p>Observe the symbols and design qualities in still life paintings of food.</p> <p>Create a still life painting.</p> <p>Learn about resist media techniques and create a crayon resist painting.</p> <p>Observe originality and variety in works that have the same subject matter.</p> <p>Create artworks of various subjects.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p>
<b>March</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Is it ok for an artist to have an idea and for someone else to create the work? Is the artist still the artist?  <i>Criticism</i> What are different ways that works of art can be assembled?  <i>History</i> what kinds of decisions did the artists have to make to create these works?</p> <p><b>AA (35) Making a Book</b>            What are some different styles of books that you have seen?  <b>AA (36) Illustrating Stories</b>            Why is it important for some books to have pictures?  <b>AA(39) Shapes in Buildings</b>            What are some of the shapes you see in this building?</p>	<p>Students will:</p> <p>Observe examples of different handmade books.</p> <p>Create a scroll or folded book.</p> <p>Compare and contrast book illustrations.</p> <p>Illustrate an original story or poem.</p> <p>Discuss differences in exterior shapes, patterns and their arrangements in architecture.</p> <p>Create a symmetrical design of a building.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p> <p>Finished book that shows text and illustration</p> <p>Reflective critique of student's own work.</p>

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<b>April</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> Are there rules that artists should follow to create good works?  <i>Criticism</i> What are some of the rules of art?  <i>History</i> What does art tell us about the people who make it?</p> <p><b>AA (40) Colorful Mosaics</b>            Can you name some different types of material that can be used to create a mosaic?  <b>AA (47) Art in Clothing</b>            Is a person who designs clothing an artist? Why or why not?  <b>AA (49) Art For Special Times – Masks</b>            For what reason do people create masks?  <b>AA (50) Weaving and Unweaving</b>            What does a fiber artist do?</p>	<p>Students will:</p> <p>Become aware of mosaics as an ancient and contemporary art form.</p> <p>Create a paper mosaic.</p> <p>Discuss the principle of symmetrical balance in the human body and it's application to clothing design.</p> <p>Create original designs for clothing out of cut paper.</p> <p>Learn that many other culture use mask in a symbolic way.</p> <p>Create a mask of an animal character.</p> <p>Create a fabric design in burlap using pulled threadwork.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools.</p> <p>Drawings, paintings and collages that reflect lessons taught.</p> <p>Finished mosaic using cut paper.</p> <p>Functional or decorative mask.</p> <p>Example of pulled threadwork in burlap.</p>
<b>May</b>	<p><b>Third Grade</b>  <i>Aesthetics</i> How do the arts communicate emotion?  <i>Criticism</i> What is the difference between a 2-D and 3-D work of art?  <i>History</i> Do you know anyone that sews?</p> <p><b>AA (52) Fiber Arts – Stitching</b>            Is sewing a type of art making?  <b>AA(55) Creating a Form</b>            How can form and pattern make a sculpture look different?  <b>AA (56) People in Action</b>            What are some basic forms that can be used to create sculptures of people?</p>	<p>Students will:</p> <p>Learn that fabric, yarn, and thread can be used to create artwork.</p> <p>Create a work of art with yarn and burlap.</p> <p>Create a soft sculpture of an animal with evidence of unity and variety in the design.</p> <p>Use a planned procedure to create a sculpture of the human figure.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools.</p> <p>Drawing, paintings and collages that reflect lessons taught.</p> <p>Stuffed paper sculpture of an animal.</p> <p>Completed sculpture of a human figure.</p>



## Fourth Grade Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> What is the purpose for creating art?  <i>Criticism</i> What are some different art styles?  <i>History</i> How has the same idea been expressed differently through time?</p> <p><b>*AA (U1) Communicating Through Art</b>            How does art help us to think differently?  <b>AA (1) Making Sketches</b>            How are sketches used to plan works of art?  <b>AA (2) Creating Wordless messages</b>            What do we call the style of art in which nothing is recognizable? <b>(Non-objective)</b></p> <p><b>Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p><b>Students will:</b>            Review the elements and principles of design.</p> <p>Create a drawing that translates a verbal description into a picture.</p> <p>Observe that sketches can be a record of observations or a way to explore ideas for another artwork.</p> <p>Use lines and shapes to express motion or a wordless message.</p>	<p>Participation in class discussion</p> <p>Use of vocabulary</p> <p>Several sketches of an object</p> <p>Creation of a drawing in which one line/shape family is dominant (curved/circular, diagonal/triangular, straight/rectangle)</p>
<b>September</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Are all works of art about something?  <i>Criticism</i> What are the elements and principals of design?  <i>History</i> Where and when was the artwork made?</p> <p><b>AA (3) Drawing Map-Like Views</b>            In what ways are geometric and organic shapes used on maps?  <b>AA (4) Shapes and structures</b>            What are two techniques artists use to see and sketch things?  <b>AA (5) Seeing Light and Shadow</b>            In what way does light and shadow suggest the form of an object?  <b>AA (8) Shapes Around Shapes</b>            How do we show positive and negative space?</p>	<p>Students will:            Distinguish between geometric and organic shapes.</p> <p>Practice sketching something they see drawing main shapes and lines before adding detail.</p> <p>Use shading and value to suggest texture and form.</p> <p>Create a puzzle-like design dominated by clearly defined positive and negative shapes.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Drawing of a work of art with a map-like view.</p> <p>Sketches showing main lines and shapes, shading and value.</p> <p>Awareness of the use of positive and negative space in a design.</p>

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<b>October</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Why are pictures good at communicating ideas?  <i>Criticism</i> What things do you recognize in the artwork?  <i>History</i> Who is the artist?</p> <p><b>AA (7) Texture in Different Media</b>            What is a monoprint?</p> <p><b>AA (11) Sketching People in Action</b>            Why is it helpful to have many quick sketches when planning a drawing?</p> <p><b>AA (13) Planning a Still Life</b>            What do still life pictures show?</p> <p><b>AA (R1) Review Drawing</b></p>	<p>Students will:            Learn the technique of monoprinting.</p> <p>Practice sketching people in action.</p> <p>Perceive how overlapping and repeating shapes, lines and colors create visual rhythms.</p> <p>Become aware of still life as a theme in artworks.</p> <p>Learn the use of abstraction by invented textures and patterns.</p>	<p>Participation in class discussion</p> <p>Appropriate use of tools and materials.</p> <p>Finished monoprint that shows texture.</p> <p>Addition of quick sketches to sketchbook.</p> <p>Completed drawing showing a crowd of people.</p> <p>Various levels of abstraction achieved in a still life drawing.</p>
<b>November</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> What makes some art works better than others?  <i>Criticism</i> How did the artist arrange the parts in the work of art?  <i>History</i> Who are some other artists that worked with this subject matter?</p> <p><b>AA (14) Color Relationships</b>            Can you name three different color families?</p> <p><b>AA (U2) Expressing Ideas in Art</b>            What moods and feeling are expressed with warm and cool colors?</p> <p><b>AA (17) Paintings About the Sea</b>            What is a seascape?</p> <p><b>AA (18) Sparkling Landscapes</b>            How can you use a color wheel to help plan your paintings?</p>	<p>Students will:</p> <p>Identify primary, secondary, intermediate, and related hues in the color wheel and in artwork.</p> <p>Improve their painting skills.</p> <p>See that certain colors and color families can be used to express a mood or feeling.</p> <p>Paint seascapes and landscapes.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Identification of color families.</p> <p>Use of color wheel to plan paintings.</p> <p>Use of specific color families in created works of art.</p>

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<b>December</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> What part does imagination play in creating a work of art?  <i>Criticism</i> How is balance used in these art works?  <i>History</i> Why was this artwork made?</p> <p><b>AA (43) Stained Glass Windows</b>  What is radial balance?</p> <p><b>AA (20) Imagining the Impossible</b>  What would an imaginary creature look like?</p> <p><b>AA (21) Using Materials Inventively</b>  How would you make your imaginary creature the dimensional?</p>	<p>Students will:  Learn about the uses of radial balance and apply the knowledge to a stained glass type design.</p> <p>Discuss the use of imagination in creating works of art.</p> <p>Practice drawing skills.</p> <p>Discuss the role of imagination, the inventive use of materials, and the constant effort required in creating works of art.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Demonstrated knowledge of radial balance.</p> <p>Creation of imaginary animal in 2-dimension and 3-dimension.</p>
<b>January</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Is it possible to dislike a work of art and still judge it good?  <i>Criticism</i> Does this work of art suggest certain moods or feelings?  <i>History</i> Can we tell anything about the artist from these works of art?</p> <p><b>AA (23) A Relief Print of Animals</b>  How is a relief print different from a drawing?</p> <p><b>AA (25) Drawing Portraits</b>  In what way do portraits show personalities of people?</p> <p><b>AA (27) Drawing Crowds of People</b>  How do you show people in the back of a crowd?</p> <p><b>AA (R2) Evaluation</b>  What are some themes you could draw about?</p>	<p>Students will:  Learn about the reversal of images when printing.</p> <p>Review typical proportions when drawing portraits.</p> <p>Practice drawing portraits and people.</p> <p>Draw pictures crowded with figures and showing evidence of overlap and size changes to suggest distance.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools and materials.</p> <p>Creation of multiple prints from one image.</p> <p>Demonstrated understanding of facial proportions.</p> <p>Demonstrated understanding of the use of overlapping and size changes to show distance.</p>

## Fourth Grade Map - Adventures in Art

<b>February</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Can everything that is imagined and created be considered a work of art?  <i>Criticism</i> What is the most important part of the art?  <i>History</i> What kinds of decisions did the artist have to make to create this work?</p> <p><b>AA (U3) Art to See and Use</b>  <b>What are some careers that involve the arts?</b>  <b>AA (31) Designing a Better Product</b>          What do we call the people who design the objects we use?  <b>AA (33) Inventing New Alphabets</b>          What are different letter styles called? (Fonts)  <b>AA (35) Cartoons and Caricatures</b>          How are caricatures and cartoons different?  <b>AA (38) Creating a Flip Book</b>          How are animations created?</p>	<p>Students will:          Learn that many people in their community are engaged in arts related careers.</p> <p>Learn what an industrial designer does.</p> <p>Design an improved version of a product they often use.</p> <p>Observe that graphic design often involves the choice or creation of lettering and artwork for books, posters, cards etc.</p> <p>Differentiate between caricatures and cartoons.</p>	<p>Participation in class discussion.</p> <p>Completion of various industrial and graphic design projects.</p> <p>Creation of graphic design with inventive lettering.</p> <p>Creation of a flipbook that uses cartooning.</p>
<b>March</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Can architecture and landscaping be considered art forms?  <i>Criticism</i> What are some ways to design an open space?  <i>History</i> What makes landscaping and architecture look regionally distinct?</p> <p><b>AA (40) Architectural Texture</b>          What tools can be used to create textures and patterns in clay?  <b>AA (41) Landscape Architecture</b>          How would you show the elements of a park or garden?  <b>AA (45) Preserving Special buildings</b>          Why would a building be historically important?  <b>AA (R3) Evaluation Art Careers</b>          What artist would you choose to do a research project on?</p>	<p>Students will:          Work with clay like material to create an architectural façade.</p> <p>Recognize that architectural planning can extend beyond buildings.</p> <p>Use collage to show a park or garden.</p> <p>Discuss the significance of historic building preservation.</p> <p>Research an artist of their choice.</p>	<p>Participation in class discussion.</p> <p>Appropriate use of tools.</p> <p>Finished architectural type projects.</p> <p>Critique of student work.</p>

## Fourth Grade Map - Adventures in Art

<b>April</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> Can a work of art still be considered well crafted even if you don't like it?  <i>Criticism</i> What is more important in the artwork, the subject matter or the moods and feelings?  <i>History</i> What is the importance of studying other cultural art forms?</p> <p><b>AA (R4) Planning an Art Show</b>  How do you choose and prepare your art for display in a show?</p> <p><b>AA (U4) Your Art Heritage</b>  What roll does art play in the traditions of other cultures?</p> <p><b>AA (46) Pottery Pinch Pot</b>  Why might clay be a good material for making a container?</p> <p><b>AA (47) Making a Mosaic Symbol</b>  What is a mosaic and how is it made?</p>	<p>Students will:  Review the process for selecting and preparing work for an art show.</p> <p>Recognize that traditional art helps people remember special events.</p> <p>Examine ceramic containers from different cultures.</p> <p>Learn basic procedures for making pinch pots.</p> <p>Identify different materials that mosaics can be made from.</p> <p>Create a mosaic-like collage.</p>	<p>Participation in class discussion.</p> <p>One work of art selected and mounted for display.</p> <p>Appropriate use of tools and materials.</p> <p>Understanding and application of mosaic techniques.</p>
<b>May</b>	<p><b>Fourth Grade</b>  <i>Aesthetics</i> What is beauty?  <i>Criticism</i> Do the elements and principles of design still work for talking about art from any culture?  <i>History</i> How is the culture that made this work of art different than ours?</p> <p><b>AA (52) Weaving Bands of Cloth</b>  What cultures make use of weaving?</p> <p><b>AA (53) Designs on Fabric: Batik</b>  How can cloth be prepared to resist color?</p> <p><b>AA (58) Found Object Sculpture</b>  What do we call a work of art made from recycled materials?</p>	<p>Students will:</p> <p>Discover that weaving is a process of interlocking yarn to create fabrics.</p> <p>Use a straw loom to weave a sash, headband, or bracelet</p> <p>Become aware of batik as a process to create design on fabrics.</p> <p>Create a batik design on fabric.</p> <p>Observe that assembling and joining discarded materials can make sculptures.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Understanding of the straw weaving process.</p> <p>Understanding of the batik process.</p> <p>Completion of found object sculpture</p>

## Fifth Grade Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Why is art important?  <i>Criticism</i> How do we begin to talk about art?  <i>History</i> What do artworks tell us about history?</p> <p><b>*AA (U1) Design in Art</b>            Why is it important to have a good understanding of design principles  <b>AA (1) Composing Pictures</b>            How do you choose between vertical and horizontal orientation?  <b>AA (3) Exploring Lines and Textures</b>            What tools can be used to create texture?  <b>AA (4) Lines Create Illusions</b>            In what way can lines fool your eyes?</p> <p><b>*Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p>Students will:            Review why the elements and principles of design are guides for seeing and creating art.</p> <p>Learn that artists may only choose part of a scene when composing a work of art.</p> <p>Analyze how artists use lines to suggest textures, pattern, and shadows in artworks.</p> <p>Practice using a viewfinder.</p> <p>Become aware of Op art as a style dominated by optical effects and illusions.</p>	<p>Participation in class discussion</p> <p>Use of viewfinders to compose pictures</p> <p>Crayon etching that shows a variety of lines and textures</p> <p>Drawing or collage that uses lines, colors and spaces to create the illusion of motion</p>
<b>September</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Is all art about something?  <i>Criticism</i> What elements and principles of design have been used in these works?  <i>History</i> What do you know about this artist?</p> <p><b>AA (5) Shapes Create Illusions</b>            How does shape create positive and negative space?  <b>AA (8) Drawing Faces</b>            How does knowing proportion help in drawing faces?  <b>AA (10) Pattern From Many Lands</b>            In what ways are patterns unique to different cultures?  <b>AA (11) Shapes and Spaces</b>            What type of printing uses cut out shapes?</p>	<p>Students will:            Learn how positive and negative shapes and spaces can have equal importance in a design.</p> <p>See that drawings of people can be based on direct observation and the use of guidelines for proportion.</p> <p>Become aware of repeated and symbolic elements in patterns from diverse cultures.</p> <p>Learn that stenciling is a type of printing that has been used from ancient time, in many cultures.</p>	<p>Participation in class discussion.</p> <p>A puzzle like picture planned around positive and negative shapes and spaces</p> <p>Drawn front or profile views of faces</p> <p>Creation of clay stamps used to print an all-over pattern</p> <p>Classroom mural using stencils</p>

## Fifth Grade Map - Adventures in Art

<b>October</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> What is meant when we say something is beautiful or ugly?  <i>Criticism</i> How has the artist suggested certain ideas or themes in the artwork?  <i>History</i> In what ways have historical artist experimented with color?</p> <p><b>AA (13) Paintings of Environments</b>  How can color be used to convey the mood of a place?  <b>AA (15) A View Out the Window</b>  What are different ways to portray the same theme?  <b>AA (R1) Discussing Artworks</b>  What's the difference between objective and subjective judgments?  <b>AA (U2) Expressing Ideas</b>  How does your choice of warm or cool hues affect your work?</p>	<p>Students will:  Identify primary, secondary and intermediate hues in the color wheel and artwork.</p> <p>Become aware of differences in the styles of painting with the same themes.</p> <p>Learn the difference between personal preferences and informed judgments of art.</p> <p>Judge artwork by offering criteria and reasons for their judgment.</p>	<p>Participation in class discussion</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Creation of paintings that show use of color families and individual style</p> <p>Demonstrated skill in describing, analyzing, and interpreting their own and others' artwork</p>
<b>November</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Are some kinds of art better than others?  <i>Criticism</i> Why is it important to understand how to use color?  <i>History</i> In what way does the artwork tell us about the time and place it was created?</p> <p><b>AA (17) Paintings With Earth Colors</b>  What are neutral colors?  <b>AA (18) Drawing a Still life</b>  How does shading change a contour drawing?  <b>AA (19) Painting a Still Life</b>  What are some different painting styles  <b>AA (22) Flowers as Symbols</b>  How does drawing something in extreme close up change its appearance?</p>	<p>Students will:  Identify varieties of color in their environment and artwork.</p> <p>Perceive differences in light and dark and understand the expressive uses of value, shading and contrast.</p> <p>Become aware of varied art styles and style names (realism, cubism, pop).</p> <p>Learn that art critics sometimes use analogies or metaphors to interpret artworks.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Finished works of art that show Variations in style and color</p> <p>Drawings of objects in extreme close up view</p>

## Fifth Grade Map - Adventures in Art

<b>December</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> How do we know what an artwork means?  <i>Criticism</i> What things do you recognize in this work?  <i>History</i> Has this artist's work always been accepted?</p> <p><b>AA (27) Capturing Moods of people</b>            What design elements can be used to convey moods?</p> <p><b>AA (30) Art as a Cultural Record</b>            What role does art play in preserving cultural history</p> <p><b>AA (U3) Living With Art Past and Present</b>            Name some different careers that involve the arts.</p>	<p>Students will:            Observe "hidden" or implied paths of movement in complex compositions that portray people.</p> <p>Learn of cultural and historical differences reflected in relief prints with similar themes.</p> <p>Create, sign and number expressive one or two color relief prints.</p> <p>Discuss the role that special interests, skills, and education play in the choice of an art career.</p>	<p>Participation in class discussion</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Drawings that include people, planned spaces and paths of movement to express definite moods or ideas</p> <p>Several relief prints that suggest a certain cultural theme</p>
<b>January</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Are all artworks about something?  <i>Criticism</i> What is the difference between graphic arts and fine arts  <i>History</i> What kinds of decisions did the artist have to make in creating this work?</p> <p><b>AA (32) Materials for Buildings</b>            What are some different materials that can be used in building construction?</p> <p><b>AA (37) Urban Planning</b>            Why is it important to plan our living and working spaces?</p> <p><b>AA (41) Lettering</b>            What are letter types called? (Fonts)</p> <p><b>AA (39) Graphic Design a Stamp</b>            Who uses graphic design?</p> <p><b>AA (R4) Mount, Label Artwork</b>            How can mounting diminish or enhance your work?</p>	<p>Students will:            Become aware of colors, textures, patterns and other qualities of architectural materials.</p> <p>Understand that attractive city spaces can result from decisions made by citizens with the help of urban planners, architects and others trained in art.</p> <p>See how graphic designers select, arrange, and use letterforms creatively.</p> <p>Learn of graphic design as a form or art seen in posters, logos, stamps, and other printed materials.</p> <p>Become aware of community and museum art programs.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Drawn or collaged façade of a building</p> <p>2-D or 3-D project of a planned living space</p> <p>Graphic designs that include creative lettering and good use of space</p> <p>Evaluations of their own and others artwork</p>



## Fifth Grade Map - Adventures in Art

<b>February</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> what kinds of artistic styles do you like?  <i>Criticism</i> What things do you recognize in this work of art?  <i>History</i> What role did artist play in the communities where this art was made?</p> <p><b>AA (43) The Art of Animation</b>            What are some careers in the animation arts?</p> <p><b>AA (45) Clothing Design</b>            What is the difference between fashion and function in clothing design?</p> <p><b>AA (46) A Foil Relief Sculpture</b>            What is the difference between sculpture in the round and relief sculpture?</p> <p><b>AA (47) Paper Mache Sculpture</b>            How is the paper mache process different than sculpting?</p>	<p>Students will:            Become aware of a variety of careers related to the arts.</p> <p>Observe that showing separate images in rapid sequence creates the illusion of motion in animation.</p> <p>Become aware of special qualities associated with expressive, functional, and decorative designs for clothing.</p> <p>Compare and contrast metal relief sculpture from diverse cultures.</p> <p>Learn that paper mache combines modeling and assembling processes.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Examples of clothing design that show function and expressiveness</p> <p>Completed paper mache sculpture</p> <p>Evaluations of their own and others artwork</p>
<b>March</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> Must we like every work of art because it's art?  <i>Criticism</i> What do you think the artwork is mostly about?  <i>History</i> What was the purpose of the artwork when it was made?</p> <p><b>AA (48) Sculptured Portraits</b>            What is a 3 dimensional portrait called?</p> <p><b>AA (50) Carving Abstract Sculpture</b>            What is the subtractive process in sculpting?</p> <p><b>AA (51) Asian-American Artists (any cultural group can be substituted)</b>            How does cultural heritage influence art making?</p>	<p>Students will:            Become aware of sculptural busts as another form of portraiture.</p> <p>Learn about the visual qualities and thought processes associated with carving an abstract, stylized sculpture.</p> <p>Recognize that an artist's cultural heritage and personal experience can influence his or her artwork.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Various sculptures that show the additive and subtractive process</p> <p>Report or presentation on an artist from a particular cultural community</p> <p>Evaluations of their own and others artwork</p>

## Fifth Grade Map - Adventures in Art

<b>April</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> What are some reasons people create art?  <i>Criticism</i> What are some different tools and materials artists have used to create with?  <i>History</i> What does sculpture say about the time in which it was created?</p> <p><b>AA (52) Mask Making</b>            What are some different purposes for masks?  <b>AA (54) Pottery Making</b>            How is a coil pot formed?  <b>AA (55) Quilt Making and Sewing</b>            How many people do you know that sew?  <b>AA (56) Weaving</b>            What kinds of materials can you weave with?</p>	<p>Students will:            Become aware of mask making as part of cultural and ceremonial traditions.</p> <p>Become aware of pottery making traditions among American Indians of the Southwest.</p> <p>Understand quilting is a process that is both expressive and practical.</p> <p>Learn that weaving can be functional and symbolically expressive.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Creation of a mask that tells a story</p> <p>Experiment with weaving, appliqué or stitchery.</p> <p>Evaluations of their own and others artwork</p>
<b>May</b>	<p><b>Fifth Grade</b>  <i>Aesthetics</i> What is it that people express through the art they make?  <i>Criticism</i> What part does function play in creating works of art?  <i>History</i> How have people of the past made everyday objects more beautiful?</p> <p><b>AA (57) Yarn Painting</b>            What are traditional art forms and how can they change to meet cultural needs?  <b>AA (58) Mosaics</b>            What kind of history do mosaics have?  <b>AA (60) Jewelry Making</b>            How do people of the world adorn themselves?</p>	<p>Students will:            Learn of cultural influences that create and change artistic traditions.</p> <p>Observe the use of mosaic tessera for murals that show cultural content.</p> <p>Discuss how jewelry making and personal adornment are activities that have been happening for thousands of years.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Small yarn painting showing symbolism</p> <p>Paper mosaics showing an event related to the student</p> <p>Create different types of jewelry</p> <p>Evaluations of their own and others artwork</p>

## Sixth Grade Map - Adventures in Art

	Content and Essential Questions	Skills	Assessment
<b>August</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> What is art  <i>Criticism</i> How do we begin to talk about art?  <i>History</i> Who made the art?</p> <p><b>*AA (U1) The Artistic Process</b>            Why is it important to have a good understanding of design principles  <b>AA (1) Contours and Gestures</b>            What is the difference between a contour and a gesture drawing?  <b>AA (2) Keeping a sketchbook</b>            What is the purpose of keeping a sketchbook?  <b>AA (3) Proportions</b>            How can knowing about proportion help you draw more lifelike faces?</p> <p><b>*Adventures in Art</b>  <b>Hereafter: AA (lesson #)</b></p>	<p>Students will:            Review why the elements and principles of design are guides for seeing and creating art.</p> <p>Learn the difference between contour and gesture drawing.</p> <p>Create contour and gesture drawings.</p> <p>See that sketches can be created to aid memory, explore ideas and try out designs.</p> <p>Practice using a viewfinder.</p> <p>Become aware of characteristics of portraits created during the Renaissance.</p>	<p>Participation in class discussion</p> <p>Demonstration of understanding between contour and gesture drawings</p> <p>Starting a sketchbook</p> <p>Creation of portraits showing front and profile views</p>
<b>September</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> What is meant when we say something is beautiful or ugly?  <i>Criticism</i> What elements and principles of design have been used in these works?  <i>History</i> Can you tell what the world was like when the work was made?</p> <p><b>AA (7) Shading and Value</b>            How can shading be used to suggest form?  <b>AA (8) Illusions of Texture</b>            What role does texture play in a work of art?  <b>AA (9) Light at Night</b>            What technique can be used to show light at night?  <b>AA (11) Showing Space and Distance</b>            Name one way to show distance in a drawing?</p>	<p>Students will:            Learn about the use of value and texture.</p> <p>Compare and contrast works showing light at night.</p> <p>Observe how linear perspective creates the illusion of space.</p> <p>Create drawings and paintings that show value, texture and perspective.</p>	<p>Participation in class discussion.</p> <p>Drawings showing value and texture</p> <p>Demonstrated knowledge of techniques used to show perspective.</p>

## Sixth Grade Map - Adventures in Art

<b>October</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> How do we know what an artwork means?  <i>Criticism</i> Why is it important to understand how to use color?  <i>History</i> In what ways have historical artist experimented with color?</p> <p><b>AA (12) Interpreting Nature</b>  How do we create tints and shades?  <b>AA (14) Experimenting With Colors</b>  Name a planned color scheme.  <b>AA (15) Creating Wordless Messages</b>  What does nonobjective mean?  <b>AA (R1) Review Unit 1</b>  Why is it important to be able to look critically at a work of art?</p>	<p>Students will:  Demonstrate knowledge of mixing paints to create color families.</p> <p>Recognize that abstract art is often based on selective observations and interpretations of nature.</p> <p>Become aware of stylistic characteristics of expressionist, abstract and nonobjective styles of painting.</p> <p>Demonstrate skills in describing, analyzing, and interpreting their own and others' artwork.</p> <p>Judge artwork by stating criteria and citing evidence to support their judgments.</p>	<p>Participation in class discussion</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials.</p> <p>Creation of various drawings and paintings showing different art styles.</p>
<b>November</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> Is all art about something?  <i>Criticism</i> How did the artists arrange the parts in these works?  <i>History</i> In what way does the artwork tell us about the time and place it was created?</p> <p><b>AA (17) Animal Energy</b>  What kind of energy does using complementary colors create?  <b>AA (18) The Process of Abstraction</b>  What does it mean to abstract something?  <b>AA (19) Still Life</b>  What subject matter is used in creating a still life?  <b>AA (20) Pop Art</b>  Where did pop art come from?</p>	<p>Students will:  Identify and interpret expressive qualities associated with visual contrasts.</p> <p>Learn that abstract art is based on a process of selecting and rearranging visual elements.</p> <p>Become aware of various styles and symbolic meanings in twentieth-century paintings.</p>	<p>Participation in class discussion.</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials.</p> <p>Finished works of art that show strong visual contrast</p> <p>Drawings and paintings that show abstraction, still life, and pop art styles</p>

## Sixth Grade Map - Adventures in Art

<b>December</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> What makes some art better than others?  <i>Criticism</i> How do artists suggest certain ideas or themes in their works?  <i>History</i> Has this artist's work always been accepted?</p> <p><b>AA (21) Trees as Symbols</b>  How are symbols used to reference reality?  <b>AA (22) Landscapes</b>  How is perspective used in landscape composition?  <b>AA (24) Picturing the future</b>  Is it possible to picture something you've never seen?</p>	<p>Students will:  Identify characteristics of individual artists' styles in painting of the same subject.</p> <p>Observe that paintings can have symbolic elements that reflect a way of life.</p> <p>Become aware of design qualities that suggest motion energy and powerful forces in nature.</p> <p>Practice drawing skills.</p> <p>Create landscapes with symbolic features.</p> <p>Create, sign and number expressive two color relief prints.</p>	<p>Participation in class discussion</p> <p>Use of art related vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Drawings of trees that show individual style and personification</p> <p>Landscape drawings or paintings</p> <p>Several relief prints that show nature</p>
<b>January</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> Does art always have the meaning the artist intended it to have?  <i>Criticism</i> What do you think the artwork is mostly about?  <i>History</i> What role did artist play in the communities where this art was made?</p> <p><b>AA (26) Painting Portraits</b>  In what ways have portrait styles changed?  <b>AA (27) Sculptures of People</b>  What is universal about the human figure?  <b>AA (30) Imaginary Places</b>  How can color be used to make something look surreal?  <b>AA (R2) Review Unit 2</b>  In what ways does art reflect the different cultures it comes from?  <b>AA (R4) Mount, Label Artwork</b>  Now what do you do with the art you've created?</p>	<p>Students will:  Become aware of varieties of styles and techniques in portraiture.</p> <p>Identify similarities and differences in the styles of sculptures portraying human figures.</p> <p>Identify neutral colors and warm and cool variations of neutral colors.</p> <p>Understand there are cultural differences in art created within a single historic period.</p> <p>Learn of careers associated with work in museums.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Drawn or painted portraits</p> <p>Finished paintings sculptures and drawings</p> <p>Evaluations of their own and others artwork</p>

## Sixth Grade Map - Adventures in Art

<b>February</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> How do we know what a work of art means?  <i>Criticism</i> What things do you recognize in this work of art?  <i>History</i> What kinds of decisions did the artist have to make in creating this work?</p> <p><b>AA (U3) Art in Your Environment</b>            What are some careers in the arts?  <b>AA (31) Designs for Buildings</b>            What is the first step in building a building?  <b>AA (35) Futuristic cities</b>            How might cities in the future be different than today?  <b>AA (36) Parks in Cities</b>            Why are parks and green spaces important?</p>	<p>Students will:            Become aware of a variety of careers related to the arts.</p> <p>Identify design qualities of historically important and contemporary architecture.</p> <p>Create an imaginative drawing of a future city that demonstrates thought about people actually living there.</p> <p>Learn that landscape architecture is a career related to architecture and science.</p>	<p>Participation in class discussion using learned vocabulary.</p> <p>Appropriate use of tools and materials.</p> <p>Finished architectural type projects including drawing and three dimensional pieces</p>
<b>March</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> Must we like every work of art because it's art?  <i>Criticism</i> What is the difference between graphic arts and fine arts  <i>History</i> What was the purpose of the artwork when it was made?</p> <p><b>AA (39) Editorial Cartoons</b>            In what way are editorial cartoons different than comic strips?  <b>AA (40) Expressive Lettering</b>            How can letters visually express meaning?  <b>AA (45) Clothing Design</b>            Why is clothing design necessary?  <b>AA (U4) Art of the Past and Present</b>            How does historic art portray mythic ideas?</p>	<p>Students will:            See editorial cartooning as a form of art and a type of historical record.</p> <p>See that expressive lettering can visually emphasize the meaning of a word.</p> <p>Discuss thought process and artistic decisions involved in designing articles of clothing.</p> <p>Discover how symbolic elements in sculpture portray ancient myths.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>A drawn cartoon about a local or national issue</p> <p>Creative use of lettering</p> <p>Design of an article of clothing</p>

## Sixth Grade Map - Adventures in Art

<b>April</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> What is it that people express through the art they make?  <i>Criticism</i> What are some different tools and materials artists have used to create with?  <i>History</i> What does sculpture say about the time in which it was created?</p> <p><b>AA (46) Expressing beliefs</b>  How can flat metal be used to create rounded forms?  <b>AA (49) Sculpture in the Round</b>  How does the form of your material influence your final sculpture?  <b>AA (51) Sculpture in Motion</b>  What aspects beside <b>material</b> and shapes are important in mobiles?  <b>AA (54) Creating a Mosaic</b>  What kind of planning do mosaics require?</p>	<p>Students will:  Compare and contrast symbols and uses of metal relief sculptures from diverse cultures.</p> <p>Examine why carving requires the ability to visualize form as if it were hidden inside a solid material.</p> <p>Discover the relationship between movement, balance, form and light in a mobile.</p> <p>Learn of the cultural reasons for the differences in Byzantine and Islamic mosaic murals.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Creation of various kinds of sculptures including, foil relief, carved sculpture, and mobiles</p> <p>Finished mosaic showing attention to detail</p>
<b>May</b>	<p><b>Sixth Grade</b>  <i>Aesthetics</i> what kinds of artistic style do you like?  <i>Criticism</i> What part does function play in creating works of art?  <i>History</i> How have people of the past made everyday objects more beautiful?</p> <p><b>AA (56) Creating Pottery</b>  How does the shape of a container determine its function?  <b>AA (58) Fiber Experiments</b>  What is meant by fiber art?  <b>AA (59) A Wall Hanging</b>  How are resist mediums used?</p>	<p>Students will:  Become aware of relationships between the forms and functions of containers.</p> <p>Learn how to make a slab or coil container.</p> <p>Learn about and experiment with weaving, appliqué or stitchery.</p> <p>Use the process of working with resist mediums to create batik like designs.</p>	<p>Participation in class discussion using learned vocabulary</p> <p>Appropriate use of tools and materials</p> <p>Finished coil or slab container</p> <p>Wall hanging using weaving, stitchery, or resist designs</p>