1st and 2nd grade District Visual Arts Curriculum

City School District of the City of Niagara Falls

New York State Visual Arts Standards

Creating... Conceiving and developing new artistic ideas and work

- 1. Generate and conceptualize artistic ideas and work.
- 2. Organize and develop artistic ideas and work.
- 3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing... Interpreting and sharing artistic work

- 4. Analyze, interpret, and select artistic work for presentation.
- 5. Develop and refine artistic techniques and work for presentation.
- 6. Convey meaning through the presentation of artistic work.

Responding... Understanding and evaluating how the arts convey meaning

- 7. Perceive and analyze artistic work.
- 8. Interpret intent and meaning in artistic work.
- 9. Apply criteria to evaluate artistic work.

Connecting... Relating artistic ideas and work with personal meaning and external context

- 10. Synthesize and relate knowledge and personal experiences to make art.
- 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

The following 1st and 2nd grade Art Units have been developed to encompass multiple artistic skills and processes that align with the New York State Visual Art Standards. They provide a framework for Art Educators to create and envision quality lessons.

1 st GRADE UNITS	2 nd GRADE UNITS	
Simple Drawing	Drawing & Coloring	
Simple Coloring	Art Using Shapes	
Simple Patterns	Landscapes	
Simple Painting	Painting	
Art Using Simple Shapes	Positive & Negative Space	
Secondary Colors	Warm, Cool, & Neutral Colors	
Art in Nature/Seasonal Art	Art in Nature/ Seasonal Art	
Famous Artist	Famous Artist	
Cultural Art	Cultural Art	

1st Grade

Cr Creating	Anchor Standard 1 Generate and conceptualize artistic ideas and work. VA:Cr1.1.1 a. Engage collaboratively in exploration and imaginative play with materials.	VA:Cr1.2.1 a.Use observation and exploration in preparation for making a work of art.	Anchor Standard 2 Organize and develop artistic ideas and work. VA: Cr2.1.1 a.Explore uses of materials and tools to create works of art or design.	VA:Cr2.2.1 a. Demonstrate safe and proper procedures for using materials, tools, and equipment.	VA:Cr2.3.1 a.Create art that represents natural and constructed environments.	Anchor Standard 3 Refine and complete artistic work. VA:Cr3.1.1 a.Use art vocabulary to describe choices.
Pr Presenting	Anchor Standard 4 Select, analyze and interpret artistic work for presentation. VA:Pr4.1.1 a. Catergorize artwork, based on a theme or concept, for an exhibit.	Anchor Standard 5 Develop and refine artistic techniques and work for presentation. VA:Pr5.1.1 a. Explore questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	Anchor Standard 6 Convey meaning through the presentation of artistic work. VA:Pr6.1.1 a. Identify the roles and responsibilities of people who work in and visit museums and other art venues.			

Re	Anchor Standard 7	VA:Re7.2.1	Anchor Standard 8	Anchor Standard 9	
Responding	Perceive and analyze artistic work.	a Compara imagaa	Interpret meaning in artistic work.	Apply criteria to evaluate artistic	
	artistic work.	a. Compare images that represent	artistic work.	work.	
	VA:Re7.1.1	the same subject.	VA:Re8.1.1	WORK.	
				VA:Re9.1.1	
	a. Select and		a. With guidance,		
	describe works of		compare and	a. Categorize	
	art that illustrate		contrast subject	artwork, based	
	daily life		matter in works	on different	
	experiences of		of art.	reasons for	
	one's self and			preferences.	
	others. Anchor Standard 10	Anchor Standard 11	VA:Cn11.2.1		
Cn	Relate and synthesize	Relate artistic ideas	VA.CHII.Z.I		
Connecting	knowledge and	and works with	a. Identify		
	personal experiences	societal, cultural, and	inventions that		
	to inspire and inform	historical context to	have helped		
	artistic work.	deepen	people, and		
		understanding.	brainstorm and		
	VA:Cn10.1.1		share ideas for		
		VA:Cn11.1.1	new inventions .		
	a. Create works of	a Cantanal			
	art about events	a. Sort and			
	in home, school, or community	categorize art objects according			
	life.	to form and			
	inc.	function.			

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE	&		CURRICULAR	
			PRINCIPLES			
Simple Drawing	VA:Cr1.1.1	Students will learn about	Line	Students will be shown	Language Arts	Teacher Observation of
3-4 WEEKS	VA:Cr2.1.1	and explore different ways of	Shape	how to draw a self-	Students can	Final Art Work. Art
	VA:Pr4.1.1	drawing through the use of	Color	portrait. Students will	write a brief	teacher will walk around
	VA:Re7.1.1	different drawing mediums.	Space	learn the basic steps	story about	looking at student's art
	VA:Cn10.1.1	Students will gain a better	Form	needed to draw	themselves	work and progress, and
		understanding of how to	Texture	themselves and what	that can	will help where needed.
		draw and how to make	Value	facial features are	accompany	Student and Teacher
		better creative decisions		important to capture	their self-	Conference about Final
		when making their art.	Pattern	correctly. Students	portraits. Or	Art Work. Student and
			Rhythm	will spend a class	students can	Teacher will discuss the
			Balance	practicing the steps	briefly write	art work that the student
			Emphasis	they learned to use	about the	has completed. Further
			Harmony	when creating a self-	steps they	checks for understanding
			Variety	portrait. Students will	took to create	will be given at the time.
			Unity	create the best self-	their self-	Three Questioned Exit
				portrait they can using	portraits.	Ticket about the Art
				the steps and the		Project will be given.
				different ways to draw		Students will answer
				they learned. Students		three simple questions
				will be told to make		about the art project
				sure they do their best		that are on a piece a
				to make their art look		paper given to them.
				like them.		
l						
				Art Teacher preference		
				on what art materials		
				to use.		

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE			CURRICULAR	
Simple Coloring	VA:Cr1.1.1	Students will learn about	PRINCIPLES Line	Students will learn	Math	Teacher Observation of
2-3 WEEKS	VA:Cr2.2.1	and explore different ways to	Shape	how to create a non-	Students can	Final Art Work. Art
	VA:Pr4.1.1	neatly color through the use	Color	objective free flowing	count how	teacher will walk around
	VA:Re9.1.1	of different coloring	Space	art design using just	many	looking at student's art
	VA:Cn11.1.1	mediums. Students will gain	Form	line. They will be told	different parts	work and progress, and
		a better understanding of	Texture	to keep their drawing	are in their	will help where needed.
		how to neatly color and how	Value	tool on the paper the	final art work.	Student and Teacher
		to make better creative		entire time as they	Students can	Conference about Final
		decisions when coloring their	Pattern	create their art. They	also count	Art Work. Student and
		art. Students will learn to	Rhythm	will also be told to	how many	Teacher will discuss the
		take their time and to not	Balance	make sure that their	different	art work that the student
		scribble. Students will learn	Emphasis	line starts and stops in	colors they	has completed. Further
		the importance of making	Harmony	the same place.	used in their	checks for understanding
		sure they complete their art	Variety	Students will then	art. They	will be given at the time.
		work.	Unity	color in the many parts	could also	Three Questioned Exit
				in their art work with	figure out	Ticket about the Art
				different colors.	which number	Project will be given.
				Students will be	was greater,	Students will answer
				reminded to color as	spaces or	three simple questions
				neatly as possible.	colors.	about the art project
						that are on a piece a
				Art Teacher preference		paper given to them.
				on which art materials		
				to use.		

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS &	ARTISITC PROCESS	CROSS CURRICULAR	ASSESSMENT
			PRINCIPLES			
Simple Patterns	VA:Cr1.1.1	Students will learn about	Line	Students will learn	Language Arts	Teacher Observation of
3-4 WEEKS	VA:Cr1.2.1	and explore different ways to	Shape	about the 25 most	Students can	Final Art Work. Art
	VA:Pr4.1.1	use simple patterns in art.	Color	common patterns.	briefly write	teacher will walk around
	VA:Re7.2.1	Through the use of different	Space	Students will create	about their	looking at student's art
	VA:Cn11.1.1	patterns students will learn	Form	their own unique art	favorite	work and progress, and
		patterns importance and	Texture	design. Students will	patterns they	will help where needed.
		reasons they are in art.	Value	then have to decide	used in their	Student and Teacher
		Students will gain a better		where in their art	art or which	Conference about Final
		understanding of how	Pattern	design do they want to	pattern was	Art Work. Student and
		patterns work, how to use	Rhythm	put a certain pattern.	their favorite	Teacher will discuss the
		patterns in their art, and how	Balance	Students will have to	to make.	art work that the student
		to make better creative	Emphasis	use at least 10		has completed. Further
		decisions when making their	Harmony	different patterns in		checks for understanding
		art with patterns.	Variety	their art. Students will		will be given at the time.
			Unity	have different art		Three Questioned Exit
				mediums to use to		Ticket about the Art
				create their patterns.		Project will be given.
						Students will answer
				Art Teacher preference		three simple questions
				on which art materials		about the art project
				to use.		that are on a piece a
						paper given to them.

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE	&		CURRICULAR	
			PRINCIPLES			
Simple Painting	VA:Cr1.1.1	Students will learn about	Line	Students will create a	Language Arts	Teacher Observation of
4-5 WEEKS	VA:Cr2.1.1 VA:Cr2.2.1	and explore different basic	Shape	painting that involves	Students can	Final Art Work. Art
	VA:Cr2.2.1 VA:Pr4.1.1	steps to successful painting.	Color	the use of multiple	write about	teacher will walk around
	VA:P14.1.1 VA:Re8.1.1	Students will learn the	Space	colors. Ideas for	their	looking at student's art
	VA.RE0.1.1	importance of keeping the	Form	paintings could be a	experiences	work and progress, and
		paints in their painters'	Texture	landscape, shapes, a	painting. They	will help where needed.
		palettes clean while they	Value	certain shaped stencil,	can write	Student and Teacher
		paint. Through		a paper with a bunch	about what	Conference about Final
		demonstration students will	Pattern	of lines through it and	they liked and	Art Work. Student and
		learn the importance of	Rhythm	so on. Students will be	didn't like	Teacher will discuss the
		washing and drying their	Balance	required to paint	about	art work that the student
		brush whenever they change	Emphasis	different areas of their	painting.	has completed. Further
		colors. Students will learn to	Harmony	paintings with		checks for understanding
		paint carefully and to not	Variety	different colors. This		will be given at the time.
		drip into other colors when	Unity	will make the students		Three Questioned Exit
		they paint. Students will		have to clean their		Ticket about the Art
		gain a better understanding		brushes with each new		Project will be given.
		of how to paint and how to		color. Students will		Students will answer
		make better creative		then get used to		three simple questions
		decisions when they paint.		washing and drying		about the art project
				their brushes when		that are on a piece a
				they change colors. In		paper given to them.
				turn students will learn		
				good painting habits.		

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISITC PROCESS	CROSS CURRICULAR	ASSESSMENT
Art Using Simple Shapes 3-4 WEEKS	VA:Cr1.1.1 VA:Cr1.2.1 VA:Pr4.1.1 VA:Re8.1.1 VA:Cn11.1.1	Students will learn about the 5 Basic Geometric Shapes (circle, oval, square, rectangle, and triangle). Students will explore different ways shapes are used and can be used in art. Students will gain a better understanding of the 5 basic geometric shapes and how to use them in creative ways when making their art. Other geometric shapes can be discussed and taught to the students as an advanced option.	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	Students will create a piece of art that uses the 5 Basic Geometric Shapes. Students have to use each of the shapes at least once in their art. The shapes the students use in their art need to look like the actual shape. What the students create using the shapes is up to art teacher. Art Teacher preference on which art materials to use.	Math Students can learn that the 5 geometric shapes they used to make their art are found in math. Students can learn way they are called geometric shapes.	Teacher Observation of Final Art Work. Art teacher will walk around looking at student's art work and progress, and will help where needed. Student and Teacher Conference about Final Art Work. Student and Teacher will discuss the art work that the student has completed. Further checks for understanding will be given at the time. Three Questioned Exit Ticket about the Art Project will be given. Students will answer three simple questions about the art project that are on a piece a paper given to them.

Colors 3-4 WEEKSVA:Cr1.2.1 VA:Cr2.1.1 VA:Cr3.1.1and explore what the 3 Secondary Colors are and why they are important to art. Students will learn that the 3 Secondary Colors are orange, purple, and green. Students will learn which 2 Primary Colors are needed to create each Secondary Color. Students will learn that Students will learn that Secondary Colors are needed to create each Secondary Color. Students will learn that Secondary Colors are needed to create each Secondary Color.Shape Shape Color Students will learn that Secondary Colors are needed to create each Secondary Color.Shape Shape Color Students will learn that Secondary Colors are needed to Create each Secondary Color.Shape Shape Color Students will learn that Secondary Colors, along with the Primary Colors make allShape Shape Color Shape Color are and how Shape Shape Colors are and how Shape Shape Colors are and how Shape Shape Colors are and how Shape Shap	UNIT/TIMELINE	ASSESSMENT	CROSS CURRICULAR	ARTISITC PROCESS	ELEMENTS & PRINCIPLES	STUDENT LEARNING OBJECTIVE	STANDARD	UNIT/TIMELINE
will gain a better understanding of what the Secondary Colors are and how to use them in their art.UnityArt Teacher preference on what art materials to use.Three Questione Ticket about the Project will be gi Students will ansi three simple que about the art pro that are on a piece	Colors	Final Art Work. Art teacher will walk around looking at student's art work and progress, and will help where needed.	Books on how Secondary Colors are made can be read to the students. For example:	piece of art that shows what the 3 Secondary Colors are and how they are created. It should be clearly shown by students that they know which 2 Primary Colors make which specific Secondary Color. How this is done is up to the Art Teacher. Art Teacher preference on what art materials	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety	and explore what the 3 Secondary Colors are and why they are important to art. Students will learn that the 3 Secondary Colors are orange, purple, and green. Students will learn which 2 Primary Colors are needed to create each Secondary Color. Students will learn that Secondary Colors, along with the Primary Colors make all the other colors. Students will gain a better understanding of what the Secondary Colors are and	VA:Cr1.2.1 VA:Cr2.1.1 VA:Cr2.2.1	Colors

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT	
		OBJECTIVE	&		CURRICULAR		
			PRINCIPLES				
Art in Nature/	VA:Cr1.1.1	Students will learn about	Line	Students can create a	Language Arts	Teacher Observation of	
Seasonal Art	VA:Cr2.3.1	and explore how art is found	Shape	seasonal piece of art	Students can	Final Art Work. Art	
3-4 WEEKS	VA:Pr5.1.1 VA:Re9.1.1		in different ways in nature.	Color	based on the color	write about	teacher will walk around
		Students will learn that in	Space	changes of Fall leaves.	Fall and the	looking at student's art	
	VA:Cn10.1.1	nature many different	Form	The five Fall leaf colors	change of	work and progress, and	
		elements of art and	Texture	will be taught (red,	colors the	will help where needed.	
		principles of design are	Value	orange, yellow, green,	leaves go	Student and Teacher	
		found. Through the use of		and brown). The	through. They	Conference about Final	
		different examples from	Pattern	unique shapes and	can write	Art Work. Student and	
		nature students will see and	Rhythm	lines found in Fall	about the	Teacher will discuss the	
		learn about these art	Balance	leaves can be	certain animal	art work that the student	
		connections. Students will	Emphasis	discussed too. Or	their art is	has completed. Further	
		gain a better understanding	Harmony	students can create a	about and	checks for understanding	
		of how art can be found in	Variety	piece of art that is	how art is	will be given at the time.	
		nature and how to use that	Unity	based on a certain	found on the	Three Questioned Exit	
		knowledge successfully when		animal that has lots of	animal.	Ticket about the Art	
		creating a nature inspired		art qualities in it. For	Science	Project will be given.	
		piece of art.		example, butterflies,	Students can	Students will answer	
				fish, and turtles.	learn about	three simple questions	
					why leaves	about the art project	
				Art Teacher preference	change color.	that are on a piece a	
				on what art materials	They can learn	paper given to them.	
				to use.	way animals		
					have patterns		
					on them.		

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS &	ARTISITC PROCESS	CROSS CURRICULAR	ASSESSMENT
			PRINCIPLES			
Famous Artist	VA:Cr1.1.1	Students will learn about	Line	Students will create a	Language Arts	Teacher Observation of
3-4 WEEKS	VA:Cr3.1.1	and explore the art of Henri	Shape	piece of art that is	Books about	Final Art Work. Art
	VA:Pr5.1.1	Matisse. Students will also	Color	inspired by Matisse	Matisse and	teacher will walk around
	VA:Pr6.1.1	learn that Matisse was a part	Space	and Fauvism. Students	Fauvism can	looking at student's art
	VA:Re7.2.1	of the art movement known	Form	will use colorful cut	be read to	work and progress, and
		as Fauvism. Students will	Texture	paper and collage	students.	will help where needed.
		learn that the idea behind	Value	techniques to create	Students can	Student and Teacher
		Fauvism was to use colors		their art. Students will	write about	Conference about Final
		and patterns in art in unique	Pattern	create some kind of	how they feel	Art Work. Student and
		and unusual ways. For	Rhythm	personal piece of art	about Fauvism	Teacher will discuss the
		example, the sky can be	Balance	influenced by the style	and the	art work that the student
		oranges and grass can be	Emphasis	of Matisse.	unique way	has completed. Further
		blues. Students will learn	Harmony	Nontraditional ways to	colors and	checks for understanding
		that things in art do not	Variety	use colors and	patterns are	will be given at the time.
		always have to look exactly	Unity	patterns should be	used.	Three Questioned Exit
		right or be the correct colors.		explained and		Ticket about the Art
		Students will learn what		encouraged.		Project will be given.
		paper art and collage is.				Students will answer
		Student will learn how to				three simple questions
		create a Matisse inspired				about the art project
		piece of art. Students will				that are on a piece a
		learn how to properly use				paper given to them.
		scissors and glue.				

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE			CURRICULAR	
UNIT/TIMELINE Cultural Art 4-5 WEEKS	STANDARD VA:Cr1.1.1 VA:Cr3.1.1 VA:Cr4.1.1 VA:Pr5.1.1 VA:Re8.1.1	STUDENT LEARNING OBJECTIVE Students will learn about and explore African Art. Students will learn about African masks and the cultural significance of them. Students will learn about the neutral color scheme and patterns used in African masks. Students will learn that African masks can either be based on people or animals. Students will gain a better understanding of masks and there uses. Students will learn how to	ELEMENTS & PRINCIPLES Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	ARTISITC PROCESS Students will create an African mask. Students will decide if they want their mask to be based on a person or an animal. Students will design their masks using patterns consistent with those found in African culture and art. Students African masks will mainly be done in neutral colors, with some other colors	CROSS CURRICULAR Language Arts Students can write a story about their mask, the importance of it, and what its purpose is. Social Studies Students can learn about the meaning & importance of masks in African art	ASSESSMENT Teacher Observation of Final Art Work. Art teacher will walk around looking at student's art work and progress, and will help where needed. Student and Teacher Conference about Final Art Work. Student and Teacher will discuss the art work that the student has completed. Further checks for understanding will be given at the time. Three Questioned Exit
		create their own African mask. Students may see the differences between African masks and masks from other cultures.		being used only sparingly for important parts of the mask. Art Teacher preference on what art materials to use.	and culture.	Ticket about the Art Project will be given. Students will answer three simple questions about the art project that are on a piece a paper given to them.

2nd Grade

Cr Creating	Anchor Standard 1 Generate and conceptualize artistic ideas and work. VA:Cr1.1.2 a. Collaboratively brainstorm multiple artmaking approaches to an art or design problem.	VA:Cr1.2.2 a.Create art or design with various materials and tools to explore personal interests, questions, and curiosity.	Anchor Standard 2 Organize and develop artistic ideas and work. VA: Cr2.1.2 a.Experiment with various materials and tools to explore personal interests in a work of art or design.	VA:Cr2.2.2 a.Demonstrate safe procedures for using and cleaning art tools, equipment, and studio space.	VA:Cr2.3.2 a.Repurpose objects or materials to make something new	Anchor Standard 3 Refine and complete artistic work. VA:Cr3.1.2 a.Discuss and reflect with peers about choices made in creating artwork.
Pr Presenting	Anchor Standard 4 Select, analyze and interpret artistic work for presentation. VA:Pr4.1.2 a.Explain why some objects, artifacts, and artwork are valued over others.	Anchor Standard 5 Develop and refine artistic techniques and work for presentation. VA:Pr5.1.2 a.Distinguish between different materials or artistic techniques for preparing artwork for presentation.	Anchor Standard 6 Convey meaning through the presentation of artistic work. VA:Pr6.1.2 a.Analyze how art is exhibited inside and outside of schools and how it contributes to communities.			

Re	Anchor Standard 7	VA:Re7.2.2	Anchor Standard 8	Anchor Standard 9	
Responding	Perceive and analyze		Interpret meaning in	Apply criteria to	
Responding	artistic work.	a. Categorize images,	artistic work.	evaluate artistic	
	VA-D-742	based on expressive	VA-D-0.4.2	work.	
	VA:Re7.1.2	properties.	VA:Re8.1.2	VA:Re9.1.2	
	a.Recognize and		a.With guidance,	VA:Re9.1.2	
	describe visual		categorize subject	a.Use learned art	
	characteristics of		matter and identify	vocabulary to	
	one's natural and		common themes in	express	
	contructed		works of art.	preferences about	
	environments.			artwork.	
Cn	Anchor Standard 10	Anchor Standard 11	VA:Cn11.2.2		
	Relate and synthesize	Investigate ways			
Connecting	knowledge and	that artistic work is	a.Brainstorm and		
	personal experiences	influenced by	share ideas that		
	to inspire and inform	societal, cultural,	would improve one's		
	artistic work.	and historical	personal or family		
		context and, in turn,	life.		
	VA:Cn10.1.2				
		VA:Cn11.1.2			
	a.Identify times,				
	places, and reasons that students make	a.Compare and			
	art outside of school.	contrast differently designed objects			
		that have a similar			
		function.			

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE	&		CURRICULAR	
			PRINCIPLES			
Drawing &	VA:Cr1.1.2	Students will expand on their	Line	Students will be shown	Language Arts	Teacher Observation of
Coloring	VA:Cr1.2.2	knowledge of drawing and	Shape	a refresher on how to	Students can	Final Art Work. Art
3-4 WEEKS	VA:Pr5.1.2	coloring they learned last	Color	draw a self-portrait.	write a story	teacher will walk around
	VA:Re7.1.2 VA:Re8.1.2	year. Students will learn	Space	The basic steps needed	about them	looking at student's art
	VA:Reo.1.2	more about and explore	Form	to draw people and	and the	work and progress, and
		further different ways of	Texture	what facial features	person they	will help where needed.
		drawing and coloring through	Value	are important to	are with.	Student and Teacher
		the use of different drawing		capture correctly will	They can write	Conference about Final
		mediums. Students will gain	Pattern	be retaught. Students	about what	Art Work. Student and
		an increased understanding	Rhythm	will spend a class	they are doing	Teacher will discuss the
		of how to draw and color and	Balance	practicing the steps	in the art, or	art work that the student
		how to make even better	Emphasis	they learned to use	what the art is	has completed. Further
		creative decisions when	Harmony	when drawing a	about.	checks for understanding
		making their art. Students	Variety	person. Students will		will be given at the time.
		will learn the difference	Unity	create the best self-		Four Questioned Exit
		between portraits and self-		portrait they can using		Ticket about the Art
		portraits. Students will learn		the steps and the		Project will be given.
		that good drawing is the		different ways to draw		Students will answer four
		backbone to making good		they learned. Students		simple questions about
		art.		will also have to draw		the art project that are
				their best friend or a		on a piece a paper given
				family member with		to them.
				them.		
				Art Teacher preference		
				on what art materials		
				to use.		

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISITC PROCESS	CROSS CURRICULAR	ASSESSMENT
Art Using Shapes 3-4 WEEKS	VA:Cr1.1.2 VA:Cr1.2.2 VA:Pr5.1.2 VA:Re7.1.2 VA:Cn11.1.2	A review of the 5 Basic Geometric Shapes (circle, oval, square, rectangle, and triangle) will be done with the students. Students will learn about and explore new geometric shapes and how they can be used in art. Students will learn that everything can be broken down to geometric shapes and how to use these shapes to create interesting pieces of art. Students will increase their understanding of geometric shapes and how to use them in creative ways when making their art.	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	Students will create a piece of art that uses only Geometric Shapes. Students have to use each kind of shape they learned about at least once in their art. The shapes the students use in their art need to look like the actual shape. Students will be encouraged to use as many different types of geometric shapes as possible. Students art should be of easy to understand. What the students create using the shapes is up to Art Teacher. Art Teacher preference on what art materials to use.	Math Students can learn more about the geometric shapes they used to make their art. Students can learn these shapes are also found in math. Students can measure the shapes and talk about the angles found in them.	Teacher Observation of Final Art Work. Art teacher will walk around looking at student's art work and progress, and will help where needed. Student and Teacher Conference about Final A rt Work. Student and Teacher will discuss the art work that the student has completed. Further checks for understanding will be given at the time. Four Questioned Exit Ticket about the Art Project will be given. Students will answer four simple questions about the art project that are on a piece a paper given to them.

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE	& PRINCIPLES		CURRICULAR	
Landscapes	VA:Cr1.1.2	Students will learn and	Line	Students will create	Language Arts	Teacher Observation of
3-4 WEEKS	VA:Cr3.1.2	explore landscape art.	Shape	their own landscapes.	Students can	Final Art Work. Art
	VA:Pr5.1.2	Students will learn that	Color	Students will be told	write a story	teacher will walk around
	VA:Re8.1.2	landscape art is one of the	Space	that they must have	about what	looking at student's art
	VA:Cn11.1.2	most commonly done types	Form	the 3 types of space in	their	work and progress, and
		of art throughout art history.	Texture	their landscapes	landscape is	will help where needed.
		Students will learn about the	Value	(foreground, middle	about or what	Student and Teacher
		3 types of space found in		ground, and	kind of place	Conference about Final
		landscapes (foreground,	Pattern	background). Students	their	Art Work. Student and
		middle ground, and	Rhythm	can create a realistic or	landscape is	Teacher will discuss the
		background). Students will	Balance	fantasy landscape if	about.	art work that the student
		learn that using these 3 types	Emphasis	the Art Teacher allows.	Science	has completed. Further
		of space in their landscapes	Harmony	Students will be	Students can	checks for understanding
		create the illusion of depth in	Variety	encouraged to put	do a paper or	will be given at the time.
		their art. Brainstorming of	Unity	many different objects	list of all the	Four Questioned Exit
		different things, you can put		and things in their	different	Ticket about the Art
		in a landscape will be done		landscapes.	natural things	Project will be given.
		with students.			found in their	Students will answer four
				Art Teacher preference	landscapes.	simple questions about
				on what art materials	Students can	the art project that are
				to use.	discuss the	on a piece a paper given
					scientific	to them.
					importance of	
					these things.	

UNIT/TIMELINE	STANDARD		ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE	& PRINCIPLES		CURRICULAR	
Painting	VA:Cr1.1.2	Students will learn more	Line	Students will create a	Language Arts	Teacher Observation of
4-5 WEEKS	VA:Cr2.2.2	about and explore more	Shape	painting that involves	Students can	Final Art Work. Art
4-J WELKS	VA:Pr5.1.2	different techniques to	Color	the use of multiple	write about	teacher will walk around
	VA:Re7.1.2	•		colors. Ideas for	their painting	
	VA:Cn11.1.2	successful painting. Students	Space Form			looking at student's art
		previous knowledge of		paintings could be a	experiences.	work and progress, and
		painting will be expanded	Texture	landscape, shapes, a	They could	will help where needed.
		upon. Students will continue	Value	certain shaped stencil,	write about	Student and Teacher
		to learn the importance of	-	people, animals, a	what they	Conference about Final
		keeping the paints in their	Pattern	paper with a bunch of	liked and	Art Work. Student and
		painters' palettes clean while	Rhythm	lines through it and so	didn't like	Teacher will discuss the
		they paint. Through	Balance	on. Students will be	about	art work that the student
		demonstration students will	Emphasis	required to paint	painting.	has completed. Further
		be reminded of the	Harmony	different areas of their	Students can	checks for understanding
		importance of washing and	Variety	paintings with	write about	will be given at the time.
		drying their brush whenever	Unity	different colors. This	what they	Four Questioned Exit
		they change colors. Students		will continue to make	painted and	Ticket about the Art
		will learn to paint carefully		the students	why they	Project will be given.
		and to not drip into other		understand the	painted it.	Students will answer four
		colors when they paint.		importance of cleaning		simple questions about
		Students will gain an even		their brushes with		the art project that are
		greater understanding of		each new color.		on a piece a paper given
		how to paint and how to		Students will continue		to them.
		make better creative		to get used to washing		
		decisions when they paint.		and drying their		
				brushes when they		
				change colors. In turn		
				good painting habits		
				will reinforced.		

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE	&		CURRICULAR	
			PRINCIPLES			
Positive &	VA:Cr1.1.2	Students will learn about	Line	Students will create a	Language Arts	Teacher Observation of
Negative Space	VA:Cr3.1.2	and explore positive and	Shape	piece art that uses	Students can	Final Art Work. Art
3-4 WEEKS	VA:Pr5.1.2 VA:Re7.1.2	negative space. Students	Color	positive and negative	write about	teacher will walk around
	VA:Re7.1.2 VA:Cn11.1.2	will learn what positive and	Space	space. The art project	they learned	looking at student's art
	VA.CIII.1.2	negative space are and what	Form	will involve having or	about positive	work and progress, and
		their importance are in art.	Texture	using solid objects or	and negative	will help where needed.
		Students will learn that	Value	things that take up	space. They	Student and Teacher
		positive space are things that		space (positive space)	can write	Conference about Final
		actually take up or fill up	Pattern	and how the empty	about which	Art Work. Student and
		space, and negative space	Rhythm	space around the	type of space	Teacher will discuss the
		are the empty spaces around	Balance	objects is incorporated	they like	art work that the student
		the objects. Students will	Emphasis	into the art. Students	better and	has completed. Further
		learn how to use positive and	Harmony	will show how positive	why.	checks for understanding
		negative space in their art	Variety	and negative space	Math	will be given at the time.
		and how using these types of	Unity	works together and	Students can	Four Questioned Exit
		space can make their art		how when used	learn how	Ticket about the Art
		more interesting.		creatively can create	positive and	Project will be given.
				some very interesting	negative	Students will answer four
				art. Students will be	space relates	simple questions about
				told to be aware of	to addition	the art project that are
				how they put positive	and	on a piece a paper given
				and negative space	subtraction	to them.
				together in their art.	found in	
					math.	
				Art Teacher preference		
				on what art materials		
				to use.		

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE			CURRICULAR	
Marm Cool 9	VA:Cr1.1.2	Students will learn about	PRINCIPLES Line	Students will create a		Teacher Observation of
Warm, Cool, & Neutral Colors	VA:Cr1.1.2 VA:Cr2.1.2		-		Language Arts Students can	Final Art Work. Art
	VA:Pr5.1.2	and explore warm, cool, and neutral colors in art.	Shape	piece of art that uses		
3-4 WEEKS	VA:Re7.1.2	Students will learn that	Color	warm, cool, and	write about	teacher will walk around
	VA:Cn11.1.2		Space	neutral colors. In the	the 3 color	looking at student's art
		warm colors are reds,	Form	art the students create	schemes they	work and progress, and
		oranges, and yellows; the	Texture	they have to show the	learned about,	will help where needed.
		cool colors are blues, greens,	Value	distinct differences	why certain	Student and Teacher
		and purples; and the neutral	Dettern	between the 3 color	colors belong	Conference about Final
		colors are black, white, greys,	Pattern	schemes. Students	in the color	Art Work. Student and
		and browns. Students will	Rhythm	have to make sure	schemes they	Teacher will discuss the
		learn the importance of	Balance	their art shows that	do, or which	art work that the student
		these color schemes in art,	Emphasis	they understand the	color scheme	has completed. Further
		and how using them can	Harmony	differences between	they liked the	checks for understanding
		make art more interesting.	Variety	the 3 color schemes.	best and why.	will be given at the time.
		Students will understand	Unity	It's the Art Teacher's	Students can	Four Questioned Exit
		what the differences are		choice on what the	write about	Ticket about the Art
		between the 3 color		students create to	what they art	Project will be given.
		schemes, and how to use		show their	is about and	Students will answer four
		them successfully in their art.		understanding of	why.	simple questions about
		Students will learn that		warm, cool, and		the art project that are
		colors can be and are a part		neutral colors.		on a piece a paper given
		of more than one color				to them.
		scheme		Art Teacher preference		
				on what art materials		
				to use.		

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE	&		CURRICULAR	
			PRINCIPLES			
Art in Nature/	VA:Cr1.1.2	Students will learn more	Line	Students can create a	Language Arts	Teacher Observation of
Seasonal Art	VA:Cr3.1.2	about and explore more on	Shape	seasonal piece of art	Students can	Final Art Work. Art
3-4 WEEKS	VA:Pr5.1.2	how art is found in different	Color	based on the unique	write about	teacher will walk around
	VA:Re8.1.2 VA:Cn11.1.2	ways in nature. Students	Space	aspects and qualities	the season	looking at student's art
	VA:Cn11.1.2	will continue to learn that in	Form	associated with that	their art is	work and progress, and
		nature many different	Texture	season. For example:	based on.	will help where needed.
		elements of art and	Value	Fall Leaves, Winter	They can write	Student and Teacher
		principles of design are		Snow, Spring Growth	about the	Conference about Final
		found. Through the	Pattern	and Rain, or Summer	certain animal	Art Work. Student and
		continued use of different	Rhythm	Fun and Sun. Or	their art is	Teacher will discuss the
		examples from nature	Balance	students can create a	about and	art work that the student
		student's knowledge of these	Emphasis	piece of art that is	how art is	has completed. Further
		art connections will be	Harmony	based on a certain	found on the	checks for understanding
		expanded. Students will gain	Variety	animal that has lots of	animal.	will be given at the time.
		an even better	Unity	art qualities in it. For	Science	Four Questioned Exit
		understanding of how art can		example, birds,	Students can	Ticket about the Art
		be found in nature and how		butterflies, insects,	learn why	Project will be given.
		to use that knowledge more		fish, reptiles, and	their season	Students will answer four
		successfully when creating a		turtles. Or even	happens, and	simple questions about
		nature inspired piece of art.		flowers and plants can	why their	the art project that are
				be done.	season is	on a piece a paper given
					important to	to them.
				Art Teacher preference	nature overall.	
				on what art materials	They can learn	
				to use.	way animals	
					have patterns	
					on them.	

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE	&		CURRICULAR	
			PRINCIPLES			
Famous Artist	VA:Cr1.1.2	Students will learn about	Line	Students will create a	Language Arts	Teacher Observation of
4-5 WEEKS	VA:Cr1.2.2	and explore the art of Jasper	Shape	piece of art that is	Students can	Final Art Work. Art
	VA:Pr4.1.2	Johns, or Romero Britto, or	Color	inspired by Johns and	be read books	teacher will walk around
	VA:Re8.1.2	both. Students will also	Space	Art Expressionism and	about Johns	looking at student's art
	VA:Cn10.1.2	learn that Johns was a part of	Form	Pop Art, or art inspired	or Britto and	work and progress, and
		the art movements Art	Texture	by Britto and Cubism,	the art	will help where needed.
		Expressionism and Pop Art,	Value	Graffiti Art, and Pop	movements	Student and Teacher
		and Britto was a part of the		Art. Students will use	they are a part	Conference about Final
		art movements Cubism,	Pattern	the proper art ideas	of. Students	Art Work. Student and
		Graffiti Art, and Pop Art.	Rhythm	and art techniques	can write	Teacher will discuss the
		Students will learn the ideas	Balance	associated with the	about how	art work that the student
		behind Art Expressionism	Emphasis	studied artist to create	they feel	has completed. Further
		and Pop Art or Cubism,	Harmony	their art. Students will	about the	checks for understanding
		Graffiti Art, and Pop Art	Variety	use colors, patterns,	specific artist	will be given at the time.
		depending on which artist	Unity	and art materials that	they learned	Four Questioned Exit
		they learn about. Students		are connected to the	about, their	Ticket about the Art
		will learn that things in art do		artist they studied.	style of art,	Project will be given.
		not always have to look		The subject matter of	and the art	Students will answer four
		exactly right or be the		their art should also be	movement	simple questions about
		correct colors. Student will		based on the artist	they are a part	the art project that are
		learn how to create a Johns		they studied.	of. Students	on a piece a paper given
		or Britto inspired piece of art.			can write if	to them.
				Art Teacher preference	the like the	
				on what art materials	artists art or	
				to use.	not and why.	

UNIT/TIMELINE	STANDARD	STUDENT LEARNING	ELEMENTS	ARTISITC PROCESS	CROSS	ASSESSMENT
		OBJECTIVE	&		CURRICULAR	
			PRINCIPLES			
Cultural Art	VA:Cr1.1.2	Students will learn about	Line	Students will create a	Language Arts	Teacher Observation of
3-4 WEEKS	VA:Cr3.1.2	and explore Native American	Shape	piece of Native	Students can	Final Art Work. Art
	VA:Pr4.1.2	Art. Students will learn	Color	American Art that uses	write a story	teacher will walk around
	VA:Re8.1.2	about Native American Art	Space	Native American	about their	looking at student's art
	VA:Cn10.1.2	and the cultural significance	Form	design, patterns, and	art, the	work and progress, and
		to the culture and society.	Texture	pictographs. The Art	importance of	will help where needed.
		Students will learn about the	Value	Teacher will decide	it, and what	Student and Teacher
		specific color schemes and		what the art project	its purpose is	Conference about Final
		patterns used in Native	Pattern	will be. Some ideas	to Native	Art Work. Student and
		American Art. Students will	Rhythm	are: Pictographs that	American	Teacher will discuss the
		learn that Native American	Balance	tell a story about the	Culture.	art work that the student
		Art is often based on either	Emphasis	students, Native	Social Studies	has completed. Further
		animals, nature, or people.	Harmony	American Style Animal	Students can	checks for understanding
		Students will learn how to	Variety	Art, or art about	learn about	will be given at the time.
		create their own Native	Unity	Native American	the meaning	Four Questioned Exit
		American Art. Students may		culture. Whatever art	& importance	Ticket about the Art
		see the differences between		project the students	of the type of	Project will be given.
		Native American Art and art		do it will have to	art they made	Students will answer four
		from other cultures.		include the distinct	in Native	simple questions about
				characteristics of	American art	the art project that are
				Native American	and culture.	on a piece a paper given
				Design.		to them.
				Art Teacher preference		
				on what art materials		
				to use.		