

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.

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

1st Grade

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

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

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

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Simple Coloring 2-3 WEEKS	VA:Cr1.1.1 VA:Cr2.2.1 VA:Pr4.1.1 VA:Re9.1.1 VA:Cn11.1.1	Students will learn about and explore different ways to neatly color through the use of different coloring mediums. Students will gain a better understanding of how to neatly color and how to make better creative decisions when coloring their art. Students will learn to take their time and to not scribble. Students will learn the importance of making sure they complete their art work.	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	Students will learn how to create a non-objective free flowing art design using just line. They will be told to keep their drawing tool on the paper the entire time as they create their art. They will also be told to make sure that their line starts and stops in the same place. Students will then color in the many parts in their art work with different colors. Students will be reminded to color as neatly as possible. Art Teacher preference on which art materials to use.	Math Students can count how many different parts are in their final art work. Students can also count how many different colors they used in their art. They could also figure out which number was greater, spaces or colors.	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.

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Simple Patterns 3-4 WEEKS	VA:Cr1.1.1 VA:Cr1.2.1 VA:Pr4.1.1 VA:Re7.2.1 VA:Cn11.1.1	<p>Students will learn about and explore different ways to use simple patterns in art. Through the use of different patterns students will learn patterns importance and reasons they are in art.</p> <p>Students will gain a better understanding of how patterns work, how to use patterns in their art, and how to make better creative decisions when making their art with patterns.</p>	<p>Line Shape Color Space Form Texture Value</p> <p>Pattern Rhythm Balance Emphasis Harmony Variety Unity</p>	<p>Students will learn about the 25 most common patterns. Students will create their own unique art design. Students will then have to decide where in their art design do they want to put a certain pattern. Students will have to use at least 10 different patterns in their art. Students will have different art mediums to use to create their patterns.</p> <p>Art Teacher preference on which art materials to use.</p>	<p>Language Arts Students can briefly write about their favorite patterns they used in their art or which pattern was their favorite to make.</p>	<p>Teacher Observation of Final Art Work. Art teacher will walk around looking at student's art work and progress, and will help where needed.</p> <p>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.</p> <p>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.</p>

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Simple Painting 4-5 WEEKS	VA:Cr1.1.1 VA:Cr2.1.1 VA:Cr2.2.1 VA:Pr4.1.1 VA:Re8.1.1	Students will learn about and explore different basic steps to successful painting. Students will learn the importance of keeping the paints in their painters' palettes clean while they paint. Through demonstration students will learn the importance of washing and drying their brush whenever they change colors. Students will learn to paint carefully and to not drip into other colors when they paint. Students will gain a better understanding of how to paint and how to make better creative decisions when they paint.	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	Students will create a painting that involves the use of multiple colors. Ideas for paintings could be a landscape, shapes, a certain shaped stencil, a paper with a bunch of lines through it and so on. Students will be required to paint different areas of their paintings with different colors. This will make the students have to clean their brushes with each new color. Students will then get used to washing and drying their brushes when they change colors. In turn students will learn good painting habits.	Language Arts Students can write about their experiences painting. They can write about what they liked and didn't like about painting.	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.

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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.

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Secondary Colors 3-4 WEEKS	VA:Cr1.1.1 VA:Cr1.2.1 VA:Cr2.1.1 VA:Cr2.2.1 VA:Cr3.1.1	<p>Students will learn about 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 how to use them in their art.</p>	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	<p>Students will create a 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.</p> <p>Art Teacher preference on what art materials to use.</p>	Language Arts Books on how Secondary Colors are made can be read to the students. For example: Mouse Paint.	<p>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.</p>

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

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Famous Artist 3-4 WEEKS	VA:Cr1.1.1 VA:Cr3.1.1 VA:Pr5.1.1 VA:Pr6.1.1 VA:Re7.2.1	<p>Students will learn about and explore the art of Henri Matisse. Students will also learn that Matisse was a part of the art movement known as Fauvism. Students will learn that the idea behind Fauvism was to use colors and patterns in art in unique and unusual ways. For example, the sky can be oranges and grass can be blues. Students will learn that things in art do not always have to look exactly right or be the correct colors. Students will learn what paper art and collage is. Student will learn how to create a Matisse inspired piece of art. Students will learn how to properly use scissors and glue.</p>	<p>Line Shape Color Space Form Texture Value</p> <p>Pattern Rhythm Balance Emphasis Harmony Variety Unity</p>	<p>Students will create a piece of art that is inspired by Matisse and Fauvism. Students will use colorful cut paper and collage techniques to create their art. Students will create some kind of personal piece of art influenced by the style of Matisse. Nontraditional ways to use colors and patterns should be explained and encouraged.</p>	<p>Language Arts Books about Matisse and Fauvism can be read to students. Students can write about how they feel about Fauvism and the unique way colors and patterns are used.</p>	<p>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.</p>

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Cultural Art 4-5 WEEKS	VA:Cr1.1.1 VA:Cr3.1.1 VA:Cr4.1.1 VA:Pr5.1.1 VA:Re8.1.1	<p>Students will learn about and explore African Art.</p> <p>Students will learn about African masks and the cultural significance of them.</p> <p>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.</p> <p>Students will learn how to create their own African mask. Students may see the differences between African masks and masks from other cultures.</p>	<p>Line Shape Color Space Form Texture Value</p> <p>Pattern Rhythm Balance Emphasis Harmony Variety Unity</p>	<p>Students will create an African mask.</p> <p>Students will decide if they want their mask to be based on a person or an animal.</p> <p>Students will design their masks using patterns consistent with those found in African culture and art.</p> <p>Students African masks will mainly be done in neutral colors, with some other colors being used only sparingly for important parts of the mask.</p> <p>Art Teacher preference on what art materials to use.</p>	<p>Language Arts Students can write a story about their mask, the importance of it, and what its purpose is.</p> <p>Social Studies Students can learn about the meaning & importance of masks in African art and culture.</p>	<p>Teacher Observation of Final Art Work. Art teacher will walk around looking at student's art work and progress, and will help where needed.</p> <p>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.</p> <p>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.</p>

2nd Grade

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

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

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Drawing & Coloring 3-4 WEEKS	VA:Cr1.1.2 VA:Cr1.2.2 VA:Pr5.1.2 VA:Re7.1.2 VA:Re8.1.2	Students will expand on their knowledge of drawing and coloring they learned last year. Students will learn more about and explore further different ways of drawing and coloring through the use of different drawing mediums. Students will gain an increased understanding of how to draw and color and how to make even better creative decisions when making their art. Students will learn the difference between portraits and self-portraits. Students will learn that good drawing is the backbone to making good art.	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	Students will be shown a refresher on how to draw a self-portrait. The basic steps needed to draw people and what facial features are important to capture correctly will be retaught. Students will spend a class practicing the steps they learned to use when drawing a person. Students will create the best self-portrait they can using the steps and the different ways to draw they learned. Students will also have to draw their best friend or a family member with them. Art Teacher preference on what art materials to use.	Language Arts Students can write a story about them and the person they are with. They can write about what they are doing in the art, or what the art is about.	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. 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.

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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	<p>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.</p> <p>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.</p>	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	<p>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.</p> <p>Art Teacher preference on what art materials to use.</p>	Math <p>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.</p>	<p>Teacher Observation of Final Art Work. Art teacher will walk around looking at student's art work and progress, and will help where needed.</p> <p>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.</p> <p>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.</p>

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Landscapes 3-4 WEEKS	VA:Cr1.1.2 VA:Cr3.1.2 VA:Pr5.1.2 VA:Re8.1.2 VA:Cn11.1.2	Students will learn and explore landscape art. Students will learn that landscape art is one of the most commonly done types of art throughout art history. Students will learn about the 3 types of space found in landscapes (foreground, middle ground, and background). Students will learn that using these 3 types of space in their landscapes create the illusion of depth in their art. Brainstorming of different things, you can put in a landscape will be done with students.	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	Students will create their own landscapes. Students will be told that they must have the 3 types of space in their landscapes (foreground, middle ground, and background). Students can create a realistic or fantasy landscape if the Art Teacher allows. Students will be encouraged to put many different objects and things in their landscapes. Art Teacher preference on what art materials to use.	Language Arts Students can write a story about what their landscape is about or what kind of place their landscape is about. Science Students can do a paper or list of all the different natural things found in their landscapes. Students can discuss the scientific importance of these things.	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. 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.

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Painting 4-5 WEEKS	VA:Cr1.1.2 VA:Cr2.2.2 VA:Pr5.1.2 VA:Re7.1.2 VA:Cn11.1.2	Students will learn more about and explore more different techniques to successful painting. Students previous knowledge of painting will be expanded upon. Students will continue to learn the importance of keeping the paints in their painters' palettes clean while they paint. Through demonstration students will be reminded of the importance of washing and drying their brush whenever they change colors. Students will learn to paint carefully and to not drip into other colors when they paint. Students will gain an even greater understanding of how to paint and how to make better creative decisions when they paint.	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	Students will create a painting that involves the use of multiple colors. Ideas for paintings could be a landscape, shapes, a certain shaped stencil, people, animals, a paper with a bunch of lines through it and so on. Students will be required to paint different areas of their paintings with different colors. This will continue to make the students understand the importance of cleaning their brushes with each new color. Students will continue to get used to washing and drying their brushes when they change colors. In turn good painting habits will reinforced.	Language Arts Students can write about their painting experiences. They could write about what they liked and didn't like about painting. Students can write about what they painted and why they painted it.	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. 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.

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Positive & Negative Space 3-4 WEEKS	VA:Cr1.1.2 VA:Cr3.1.2 VA:Pr5.1.2 VA:Re7.1.2 VA:Cn11.1.2	Students will learn about and explore positive and negative space. Students will learn what positive and negative space are and what their importance are in art. Students will learn that positive space are things that actually take up or fill up space, and negative space are the empty spaces around the objects. Students will learn how to use positive and negative space in their art and how using these types of space can make their art more interesting.	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	Students will create a piece art that uses positive and negative space. The art project will involve having or using solid objects or things that take up space (positive space) and how the empty space around the objects is incorporated into the art. Students will show how positive and negative space works together and how when used creatively can create some very interesting art. Students will be told to be aware of how they put positive and negative space together in their art. Art Teacher preference on what art materials to use.	Language Arts Students can write about they learned about positive and negative space. They can write about which type of space they like better and why. Math Students can learn how positive and negative space relates to addition and subtraction found in math.	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. 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 OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISITC PROCESS	CROSS CURRICULAR	ASSESSMENT
Warm, Cool, & Neutral Colors 3-4 WEEKS	VA:Cr1.1.2 VA:Cr2.1.2 VA:Pr5.1.2 VA:Re7.1.2 VA:Cn11.1.2	<p>Students will learn about and explore warm, cool, and neutral colors in art.</p> <p>Students will learn that warm colors are reds, oranges, and yellows; the cool colors are blues, greens, and purples; and the neutral colors are black, white, greys, and browns. Students will learn the importance of these color schemes in art, and how using them can make art more interesting.</p> <p>Students will understand what the differences are between the 3 color schemes, and how to use them successfully in their art.</p> <p>Students will learn that colors can be and are a part of more than one color scheme</p>	<p>Line Shape Color Space Form Texture Value</p> <p>Pattern Rhythm Balance Emphasis Harmony Variety Unity</p>	<p>Students will create a piece of art that uses warm, cool, and neutral colors. In the art the students create they have to show the distinct differences between the 3 color schemes. Students have to make sure their art shows that they understand the differences between the 3 color schemes. It's the Art Teacher's choice on what the students create to show their understanding of warm, cool, and neutral colors.</p> <p>Art Teacher preference on what art materials to use.</p>	<p>Language Arts</p> <p>Students can write about the 3 color schemes they learned about, why certain colors belong in the color schemes they do, or which color scheme they liked the best and why. Students can write about what they art is about and why.</p>	<p>Teacher Observation of Final Art Work. Art teacher will walk around looking at student's art work and progress, and will help where needed.</p> <p>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.</p> <p>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.</p>

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

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Famous Artist 4-5 WEEKS	VA:Cr1.1.2 VA:Cr1.2.2 VA:Pr4.1.2 VA:Re8.1.2 VA:Cn10.1.2	Students will learn about and explore the art of Jasper Johns, or Romero Britto, or both. Students will also learn that Johns was a part of the art movements Art Expressionism and Pop Art, and Britto was a part of the art movements Cubism, Graffiti Art, and Pop Art. Students will learn the ideas behind Art Expressionism and Pop Art or Cubism, Graffiti Art, and Pop Art depending on which artist they learn about. Students will learn that things in art do not always have to look exactly right or be the correct colors. Student will learn how to create a Johns or Britto inspired piece of art.	Line Shape Color Space Form Texture Value Pattern Rhythm Balance Emphasis Harmony Variety Unity	Students will create a piece of art that is inspired by Johns and Art Expressionism and Pop Art, or art inspired by Britto and Cubism, Graffiti Art, and Pop Art. Students will use the proper art ideas and art techniques associated with the studied artist to create their art. Students will use colors, patterns, and art materials that are connected to the artist they studied. The subject matter of their art should also be based on the artist they studied. Art Teacher preference on what art materials to use.	Language Arts Students can be read books about Johns or Britto and the art movements they are a part of. Students can write about how they feel about the specific artist they learned about, their style of art, and the art movement they are a part of. Students can write if the like the artists art or not and why.	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. 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.

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Cultural Art 3-4 WEEKS	VA:Cr1.1.2 VA:Cr3.1.2 VA:Pr4.1.2 VA:Re8.1.2 VA:Cn10.1.2	<p>Students will learn about and explore Native American Art. Students will learn about Native American Art and the cultural significance to the culture and society. Students will learn about the specific color schemes and patterns used in Native American Art. Students will learn that Native American Art is often based on either animals, nature, or people. Students will learn how to create their own Native American Art. Students may see the differences between Native American Art and art from other cultures.</p>	<p>Line Shape Color Space Form Texture Value</p> <p>Pattern Rhythm Balance Emphasis Harmony Variety Unity</p>	<p>Students will create a piece of Native American Art that uses Native American design, patterns, and pictographs. The Art Teacher will decide what the art project will be. Some ideas are: Pictographs that tell a story about the students, Native American Style Animal Art, or art about Native American culture. Whatever art project the students do it will have to include the distinct characteristics of Native American Design.</p> <p>Art Teacher preference on what art materials to use.</p>	<p>Language Arts Students can write a story about their art, the importance of it, and what its purpose is to Native American Culture.</p> <p>Social Studies Students can learn about the meaning & importance of the type of art they made in Native American art and culture.</p>	<p>Teacher Observation of Final Art Work. Art teacher will walk around looking at student's art work and progress, and will help where needed.</p> <p>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.</p> <p>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.</p>