

# 3<sup>rd</sup> Grade through 6<sup>th</sup> Grade 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

### 3<sup>rd</sup> GRADE VISUAL ARTS CURRICULUM

<b>CR CREATING</b>	<b>VA:Cr1.1.3</b>  a. Elaborate on a selected imaginative idea	<b>VA:Cr1.2.3</b>  a. Apply knowledge of available resources, tools, and <b>technologies</b> to <b>investigate</b> personal ideas through the <b>art-making process</b> .	<b>VA:Cr2.1.3</b>  a. <b>Create</b> artwork using a variety of <b>artistic processes</b> and <b>materials</b> .	<b>VA:Cr2.2.3</b> a. Demonstrate an understanding of the safe and proficient use of <b>materials</b> , tools, and equipment for a variety of <b>artistic processes</b> .	<b>VA:Cr2.3.3</b>  a. Individually or <b>collaboratively construct representations</b> , diagrams, or maps of places that are part of everyday life.	<b>VA:Cr3.1.3</b>  a. Elaborate by adding details to an artwork to enhance emerging meaning.
<b>PR PRESENTING</b>	<b>VA:Pr4.1.3</b>  a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork	<b>VA:Pr5.1.3</b>  a. Identify exhibit space and prepare works of art, including artists' statements, for presentation.	<b>VA:Pr6.1.3</b>  a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.			
<b>RE RESPONDING</b>	<b>VA:Re7.1.3</b>  a. Speculate about the artistic processes an artist used to create a work of art.	<b>VA:Re7.2.3</b>  a. Identify messages communicated by images.	<b>VA:Re8.1.3</b>  a. Interpret mood in artwork by analyzing subject matter and characteristics of form.	<b>VA:Re9.1.3</b>  a. Evaluate an artwork, based on given criteria.		
<b>CN CONNECTING</b>	<b>VA:Cn10.1.3</b>  a. Create works of art that reflect community cultural traditions	<b>VA:Cn11.1.3</b>  a. Recognize visual characteristics commonly found in works of art and design from a particular culture.	<b>VA:Cn11.2.3</b>  a. Brainstorm ideas for and experiment with changes to simple items used in daily life; share results.			

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 1: <b>Drawing Fundamentals</b>  <b>4-5 WEEKS</b>	<b>VA:Cr1.1.3</b> <b>VA:Cr1.2.3</b> <b>VA:Cr2.1.3</b> <b>VA:Cr2.2.</b>	<b>Students will: Understand Basic Drawing Tools and Materials:</b> Identify and name basic drawing tools such as pencils, erasers, and paper. Demonstrate proper grip and control of drawing tools when creating lines and shapes. <b>Exploring Line and Shape:</b> Experiment with different types of lines, including straight, curved, and zigzag lines. <b>Developing Observation Skills:</b> Practice observational drawing by closely observing objects from life or reference images. <b>Exploring Texture and Pattern:</b> Experiment with creating different textures using drawing techniques such as hatching, cross-hatching, and stippling. <b>Also: Understanding Proportion and Scale, Developing Spatial Awareness, Expressing Ideas and Imagination, Developing Fine Motor Skills, and Hand-Eye Coordination:</b>	<b>Line shape</b> <b>color</b> <b>texture</b> <b>form space</b> <b>value</b> <b>Proportion</b> <b>balance</b> <b>emphasis</b> <b>unity</b> <b>Movement</b> <b>Pattern</b>	<b>Observational Drawing:</b> Students practice drawing from observation, focusing on objects, still lifes, or photographs. <b>Sketching and Doodling:</b> Encourage students to sketch and doodle freely, exploring lines, shapes, and patterns without worrying about making mistakes. <b>Experimenting with Different Drawing Tools:</b> Students explore various drawing tools such as pencils, markers, colored pencils and charcoal <b>Practicing Line Variation:</b> Students experiment with creating diverse types of lines, including straight, curved, zigzag, and wavy lines. <b>Exploring Shape and Form:</b> Students practice drawing basic geometric shapes such as circles, squares, triangles, and rectangles. <b>Also: Understanding light and shadow, Exploring Composition: Adding texture</b>	<b>Math:</b> Symmetry and Patterns: Science: Drawing animals, plants, and human figures provides an opportunity to learn about anatomy and biology. <b>Language Arts:</b> Storytelling and Narrative: Drawing can be used as a tool for storytelling and narrative creation. Students can illustrate scenes from stories they read or create their own visual narratives, reinforcing comprehension and narrative skills in language arts.	<b>Drawing Portfolio Review:</b> Assessment Description: Ask students to compile a portfolio of their drawings created throughout the unit. The portfolio should include a variety of drawings that demonstrate their understanding of drawing fundamentals such as line, shape, form, and composition. <b>Drawing Skills Checklist:</b> Assessment Description: Develop a checklist of drawing skills and concepts covered in the unit. During class activities and drawing exercises, observe students' progress and check off skills as they demonstrate proficiency. <b>Peer Critique and Reflection:</b> Assessment Description: Implement a peer critique session where students exchange drawings with a partner or small group. Encourage students to provide constructive feedback based on predetermined criteria and reflect on their own drawings.

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 2: <b>Painting Fundamentals</b> 4-5 WEEKS	VA:Cr1.1.3 VA:Cr1.2.3 VA:Cr2.1.3 VA:Cr2.	<p><b>Color Exploration:</b> <b>Students will</b> explore the primary colors (red, yellow, blue) and learn how to mix them to create secondary colors (orange, green, purple).</p> <p><b>Students will</b> experiment with different paintbrushes, brushes, and painting tools to apply paint to paper or canvas. Basic Painting Techniques:</p> <p><b>Students will</b> learn basic painting techniques such as brushstrokes, blending, layering, and washes.</p> <p>Composition and Design: Students will learn about composition and design principles, such as balance, symmetry, and focal point.</p> <p><b>Expressive Painting:</b> <b>Students will</b> explore using color and brushstrokes to convey emotions, moods, and ideas in their paintings.</p> <p><b>Observational Skills:</b> <b>Students will</b> practice observing their surroundings and translating what they see onto paper or canvas through painting.</p> <p><b>Artistic Vocabulary:</b></p>	<p><b>Color shape line space texture Balance Emphasis Pattern unity movement</b></p>	<p><b>Color Mixing Exploration:</b> Students experiment with mixing primary colors (red, yellow, blue) to create secondary colors (orange, green, purple) and explore how different color combinations can be achieved. Provide students with small containers of paint and mixing palettes or plates for hands-on exploration.</p> <p><b>Brush Technique Practice:</b> Students practice using different types of paintbrushes (e.g., round, flat, angled) to create various brushstrokes and effects. Demonstrate techniques such as broad strokes, fine lines, stippling, and blending, and encourage students to experiment with these techniques on practice paper.</p> <p><b>Painting from Observation:</b> Students observe simple objects or still-life arrangements and paint</p>	<p><b>Mathematics:</b> Geometry and Symmetry: Discuss how shapes and patterns are used in art compositions. Students can create symmetrical paintings using geometric shapes or explore tessellations by repeating patterns.</p>	<p><b>Reflection and Self-Assessment:</b> Students reflect on their painting process and artwork, identifying what they learned, what they enjoyed, and areas they would like to improve. Encourage students to share their thoughts with their peers and provide constructive feedback to each other. Painting Self-Assessment Worksheet:</p> <p>Objective: To reflect on and evaluate your painting based on the elements and principles of art learned in the unit. Including: Criteria Rating Scale Reflection Teacher Feedback</p>

		<p><b>Students will</b> learn basic artistic vocabulary related to painting, such as "hue," "value," "brushstroke," "texture," and "composition."</p>		<p>what they see using their newfound color mixing and brush technique skills.</p> <p><b>Storytelling through Painting:</b> Students use painting as a means of storytelling, illustrating scenes from a storybook, their own narratives, or their imagination.</p> <p>Also: <b>Painting Patterns and Designs, Painting Explorations with Different Materials:</b></p> <p><b>Art History and Culture:</b> Students will explore famous paintings and artists from diverse cultures and time periods, learning about the history and significance of painting as an art form. Students will gain an appreciation for the diversity of artistic styles and techniques used by painters around the world.</p>		
--	--	---	--	--	--	--

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 3 <b>Seasonal Art</b> <b>5-6 WEEKS</b>	<b>VA:Cr1.2.3</b> <b>VA:Cr3.1.3</b> <b>VA:Pr5.1.3</b> <b>VA:Pr6.1.3</b> <b>VA:Re9.1.3</b> <b>VA:Cn10.1.3</b>	<p><b>Understanding of Seasonal Themes:</b>  <b>Students will</b> identify and describe the characteristics and visual elements associated with each season (spring, summer, fall, winter).  <b>Students will</b> learn about cultural and natural phenomena associated with different seasons, such as holidays, weather patterns, plant growth, and animal behavior.</p> <p><b>Exploration of Seasonal Colors and Symbols:</b>  <b>Students will</b> explore the use of color to represent seasonal changes and themes, such as vibrant greens and flowers for spring, warm yellows and oranges for fall, or cool blues and whites for winter</p> <p><b>Artistic Techniques and Mediums:</b>  <b>Students will</b> experiment with a variety of artistic techniques and mediums to create seasonal artwork, such as drawing, painting,</p>	<p><b>Color line space texture Shape Balance Unity Contrast Emphasis Movement</b></p>	<p><b>Observation and Nature Walks:</b>  Encourage students to observe changes in the environment and natural elements associated with different seasons through outdoor nature walks or observations.</p> <p><b>Seasonal Sketching and Drawing:</b>  Provide opportunities for students to practice sketching and drawing seasonal scenes or objects using pencils, colored pencils, markers, or crayons.</p> <p><b>Painting Seasonal Landscapes:</b>  Provide students with watercolor paints, tempera paints, or acrylic paints and encourage them to paint seasonal landscapes or scenes.</p> <p><b>Reflection and Presentation:</b>  Encourage students to reflect on their artistic process and the meanings behind their seasonal artworks.</p>	<p><b>Science:</b>  Explore the science behind seasonal changes in weather, plant growth, and animal behavior. Students can learn about the science of seasons, including the Earth's tilt, the water cycle, and the role of temperature and sunlight in seasonal changes.</p>	<p><b>Social Studies:</b>  Explore cultural traditions, holidays, and celebrations associated with different seasons around the world. Students can learn about how different cultures mark the changing seasons through festivals, rituals, and customs</p> <p><b>Have students create a portfolio</b> of their seasonal artwork throughout the unit, including sketches, drawings, paintings, collages, or sculptures inspired by different seasons.</p> <p><b>Seasonal Art Journal or Reflections:</b>  Ask students to keep an art journal or written reflections documenting their thoughts, ideas, and experiences as they create seasonal artwork.</p> <p><b>Seasonal Art Critique:</b>  Facilitate a class critique session where students can share their seasonal artwork with their peers</p>

		collage, printmaking, or sculpture. <b>Students will</b> learn basic art skills and techniques relevant to the chosen medium, such as blending colors, creating texture, mixing materials, or using different tools and materials		Provide opportunities for students to share their artwork with peers through presentations, gallery walks, or class exhibitions, fostering a sense of pride and accomplishment in their creative endeavors.		and provide feedback to each other.
--	--	--	--	---	--	-------------------------------------

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 4 <b>Paper Art/Collage</b> 4-5 WEEKS	<b>VA:Cr1.1.3</b> <b>VA:Cr1.2.3</b> <b>VA:Cr2.1.3</b> <b>VA:Cr2.2.3</b> <b>VA:Cr3.1.</b>	<p><b>Understanding Techniques:</b> Students will learn various techniques used in paper art and collage, such as tearing, cutting, folding, and layering, to create different effects.</p> <p><b>Exploring Materials:</b> Students will explore different types of paper, including colored construction paper, tissue paper, newspaper, and magazines, to understand how different materials can be used in collage.</p> <p><b>Developing Creativity:</b> Students will use their imagination and creativity to plan and execute original artwork using paper art and collage techniques.</p> <p><b>Learning About Composition:</b> Students will learn about composition in visual art, including concepts such as balance, symmetry, and focal point, and apply these principles to their paper art and collage projects.</p>	<p><b>Line shape</b> <b>color</b> <b>texture</b> <b>form space</b> <b>value</b> <b>Balance</b> <b>Emphasis</b> <b>Movement</b> <b>Pattern</b> <b>Proportion</b> <b>unity</b> <b>variety</b></p>	<p><b>Exploration of Materials:</b> Students will explore various types of paper including colored construction paper, tissue paper, newspaper, magazines, and recycled materials to understand their properties and potential uses in collage.  <b>TEARING, FOLDING, CUTTING, CREASING. LAYERING, GLUING, COMPOSITION.</b>  <b>Personal Expression:</b> Students will use collage as a means of personal expression, reflecting their interests, experiences, and emotions in their artworks.</p>	<p><b>Exploring Cultural and Historical Contexts:</b> Students will explore the cultural and historical significance of paper art and collage, including traditional techniques from different cultures and the work of contemporary artists.</p>	<p><b>Reflecting and Evaluating:</b> Students will reflect on their own artwork and the artwork of others, identifying strengths and areas for improvement and considering how they can apply what they have learned in future projects.</p>



		<p><b>Expressing Ideas:</b> <b>Students will</b> use paper art and collage as a means of expressing ideas, stories, and emotions visually, using symbolism and imagery.</p> <p><b>Developing Fine Motor Skills:</b> Through activities such as cutting, tearing, and gluing, students will develop and refine their fine motor skills</p>				
--	--	---	--	--	--	--

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 5 <b>Storytelling and Puppetry</b> 4-5 WEEKS	<b>VA:Cr1.1.3</b> <b>VA:Cr1.2.3</b> <b>VA:Cr2.1.3</b> <b>VA:Cr2.2.3</b> <b>VA:Pr5.1.3</b> <b>VA:Re7.2.3</b> <b>VA:Cn11.1.3</b>	<p><b>Understanding Storytelling Techniques:</b> Students will learn the basic elements of storytelling, including characters, setting, plot, and conflict, and how these elements contribute to creating engaging narratives.</p> <p><b>Exploring Puppetry Styles:</b> Students will explore assorted styles of puppetry, such as hand puppets, shadow puppets, and marionettes, and how each style conveys characters and stories in unique ways.</p> <p><b>Creating Puppet Characters:</b> Students will design and create their own puppet characters, considering their appearance, personality, and backstory. They will explore various materials and techniques for puppet construction, such as paper, fabric, and found objects.</p> <p><b>Developing Storylines:</b> Students will develop original storylines and</p>	<b>Line color</b> <b>shape</b> <b>texture</b> <b>space</b> <b>Form value</b> <b>Emphasis</b> <b>Unity</b> <b>Balance</b> <b>Movement</b> <b>Pattern</b> <b>Proportion</b>	<p><b>Character Design:</b> Guide students through the process of designing and creating their puppet characters. Encourage them to sketch out ideas for their characters, considering their appearance, personality, and role in the story.</p> <p><b>Puppet Construction:</b> Provide students with a variety of materials such as paper bags, socks, felt, and craft supplies to construct their puppet characters. Scriptwriting: Introduce students to the basics of scriptwriting by brainstorming story ideas and developing scripts for their puppet performances.</p> <p><b>Set Design:</b> Invite students to design and create sets for their puppet performances. Provide materials such as cardboard, construction paper, and fabric for students to build backgrounds, props, and scenery that complement their stories.</p>	<p><b>Language Arts:</b> Connect storytelling and puppetry with language arts by exploring elements of storytelling such as plot, setting, character development, and dialogue. Encourage students to write scripts for their puppet performances, incorporating narrative elements they have learned in language arts class.</p> <p><b>Music:</b> Integrate music into puppet performances by incorporating sound effects, background music, or songs that enhance the storytelling experience. Explore how music can convey mood, atmosphere, and</p>	<p><b>Puppet Design Rubric:</b> Create a rubric to assess students' puppet designs, considering elements such as creativity, craftsmanship, and adherence to the character's personality and role in the story.</p> <p><b>Performance Observation Checklist:</b> Develop an observation checklist to assess students' puppetry performances during rehearsals or presentations. Include criteria such as puppet manipulation, voice projection, character expression, and storytelling effectiveness.</p> <p><b>Peer Feedback and Reflection:</b> Incorporate peer feedback and self-reflection activities where students provide constructive feedback on each other's puppet performances. Encourage students to reflect on their own performances and identify areas for improvement.</p>

		<p>scripts for puppet performances, incorporating elements of character development, dialogue, conflict resolution, and storytelling structure.</p> <p><b>Practicing Performance Skills: Students will</b> practice performance skills such as voice projection, movement, and gesture, to bring their puppet characters to life and convey emotions and actions effectively.</p> <p><b>Collaborating in Puppet Productions: Students will</b> collaborate with their peers to plan, rehearse, and stage puppet productions, working together to bring their stories to life through puppetry performances.</p>		<p><b>Storyboarding:</b> Introduce students to storyboarding as a visual planning tool for their puppet performances.</p> <p><b>Character Voice and Expression:</b> Encourage students to experiment with different voices and expressions for their puppet characters</p>	<p>emotion in puppetry performances.</p> <p><b>Technology:</b> Explore the use of technology in puppetry, such as digital puppetry or animatronics. Discuss how technology has expanded the possibilities of puppetry and created new opportunities for creative expression.</p>	
--	--	---	--	--	--	--

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 6 <b>Pattern Design</b> 3-4 WEEKS	<b>VA:Cr1.2.3</b> <b>VA:Cr2.1.3</b> <b>VA:Cr2.2.3</b> <b>VA:Re7.2.3</b> <b>VA:Re9.1.3</b> <b>VA:Cn11.1.3</b>	<p><b>Identifying Patterns:</b> Students will learn to recognize and identify several types of patterns found in everyday life, such as geometric patterns, repeating motifs, and natural patterns.</p> <p><b>Students will</b> explore the process of creating their own patterns using a variety of art materials and techniques, such as drawing, painting, collage, and printmaking.</p> <p><b>Students will</b> explore patterns from different cultures and historical periods, such as traditional textile patterns, decorative motifs, and folk-art designs.</p> <p><b>Students will</b> use pattern design as a means of self-expression, exploring their own unique style, interests, and cultural background.</p>	<p><b>Shape color line texture space form value</b></p> <p><b>Repetition Variety Harmony Balance Unity</b></p>	<p><b>Exploring Basic Shapes:</b> Introduce students to basic shapes such as circles, squares, triangles, and rectangles. Encourage students to experiment with arranging and combining these shapes to create simple patterns, such as checkerboard patterns or alternating rows of shapes.</p> <p><b>Color Exploration:</b> Provide students with a variety of colored pencils, markers, crayons, or paints. Encourage students to experiment with assorted color combinations and patterns, such as rainbow stripes, color gradients, or color blocks</p> <p><b>Line Drawing:</b> Instruct students about different types of lines, such as straight, curved, and zigzag lines.</p> <p><b>Texture Rubbings:</b> Provide students with textured surfaces such as leaves, bark, or fabric stamping and Printing:</p>	<p><b>Mathematics:</b> Explore mathematical concepts related to patterns, such as symmetry, repetition, and geometric shapes.</p> <p><b>Science:</b> Investigate patterns in nature, such as the symmetry of flowers, the stripes of animals, or the spiral patterns of seashells.</p> <p><b>Language Arts:</b> Integrate literacy activities with pattern design by reading books or poems about patterns, such as "The Very Hungry Caterpillar" by Eric Carle or haiku poetry about nature.</p>	<p><b>Pattern Design Portfolio:</b> Have students create a pattern design portfolio highlighting their artwork created throughout the unit.</p> <p><b>Pattern Creation Task:</b> Provide students with a specific task to create a pattern design using given parameters, such as using only geometric shapes, creating a symmetrical pattern, or incorporating a specific color scheme. Observe students as they work on their pattern designs, providing guidance and feedback as needed. Assess students' pattern designs based on their ability to follow the task instructions, demonstrate understanding of pattern design principles, and create visually appealing and well-executed patterns.</p>

				<p>Introduce students to stamping techniques using objects with interesting shapes or textures, such as bottle caps, sponges, or foam shapes.</p> <p><b>Also: Collage making, Digital Pattern Design, Symmetry/Reflection, Nature Inspired Patterns.</b></p>		
--	--	--	--	--	--	--

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 7 <b>Art Around the World</b> 4-5 WEEKS	<b>VA:Cr1.2.3</b> <b>VA:Cr2.1.3</b> <b>VA:Cr2.2.3</b> <b>VA:Pr6.1.3</b> <b>VA:Re7.2.3</b> <b>VA:Cn10.1.3</b> <b>VA:Cn11.1.3</b> <b>VA:Cn11.2.3</b>	<p><b>Cultural Awareness:</b>  <b>Students will</b> develop an understanding of cultural diversity by exploring artworks from different countries and regions around the world.</p> <p><b>Artistic Exploration:</b>  <b>Students will</b> experiment with a variety of art materials, techniques, and processes inspired by art from different cultures.</p> <p><b>Artistic Expression:</b>  <b>Students will</b> express themselves creatively through artmaking, drawing inspiration from diverse cultural sources and their own experiences and interests.</p> <p><b>Art Appreciation:</b>  <b>Students will</b> develop an appreciation for the beauty, complexity, and significance of art from different cultures, both past and present.</p>	<b>Color shape</b> <b>line texture</b> <b>space</b> <b>Emphasis</b> <b>Pattern</b> <b>Balance</b> <b>Unity</b> <b>Contrast</b>	<p><b>Exploration of Materials:</b> Introduce students to a variety of art materials commonly used in different cultures, such as paint, clay, paper, textiles, and natural materials.</p> <p><b>Cultural Art Projects:</b> Engage students in hands-on art projects inspired by artworks and artistic traditions from distinct cultures.</p> <p><b>Multicultural Art Techniques:</b> Instruct students about unique artistic techniques and processes from different cultures.</p> <p><b>Textile Art Exploration:</b> Explore textile arts from around the world by introducing students to weaving, embroidery, and fabric dyeing techniques.</p> <p>Cultural Collage: Encourage students to create collages inspired by artworks and cultural elements from different regions.</p>	<p><b>Students will</b> make connections between art and other subjects such as history, geography, and social studies, deepening their understanding of the world and its diverse cultures. Students will integrate knowledge and skills from different disciplines into their artmaking process, fostering interdisciplinary learning and creativity.</p>	<p><b>Cultural Research Projects:</b>  Assign students research projects where they explore artworks and artistic traditions from specific cultures around the world.</p> <p><b>Performance Tasks:</b>  Design performance tasks that require students to demonstrate specific artistic skills or techniques inspired by art from different cultures.</p> <p><b>Self and Peer Assessments</b></p>

UNIT/TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 8 <b>Animal Art</b> 4-5 WEEKS	<b>VA:Cr1.1.3</b> <b>VA:Cr2.1.3</b> <b>VA:Cr2.2.3</b> <b>VA:Pr6.1.3</b> <b>VA:Re7.2.3</b> <b>VA:Cn10.1.3</b> <b>VA:Cn11.1.3</b>	<p><b>. Observational Skills:</b> Students will develop observational skills by studying animals' physical characteristics, behaviors, and habitats.</p> <p><b>Students will</b> learn to observe and sketch animals from life or reference images, focusing on details such as fur, feathers, scales, and anatomy.</p> <p><b>Creativity and Imagination:</b> <b>Students will</b> use their creativity and imagination to interpret and represent animals in a variety of artistic styles and mediums.</p> <p><b>Students will</b> explore different ways of depicting animals, from realistic representations to</p>	<b>Line shape color texture space</b> <b>Balance</b> <b>Contrast</b> <b>Unity</b> <b>Emphasis</b> <b>Pattern</b>	<p><b>Observational Drawing:</b> Start with observational drawing exercises where students observe and sketch animals from reference images, books, or even live animals if possible.</p> <p><b>Imaginative Drawing:</b> Foster students' creativity by encouraging them to create imaginative animal drawings using their own ideas and imagination</p> <p><b>Mixed Media Collage:</b> Introduce students to mixed media collage techniques for creating animal artworks.</p> <p><b>Painting:</b> Teach basic painting techniques such as brushstrokes, color mixing, and layering</p>	<p><b>Science:</b> Animal Anatomy: Study the anatomy of animals featured in their artwork.</p> <p><b>Language Arts:</b> Writing and Storytelling: Write stories or descriptive narratives inspired by the animals depicted in their artwork.</p> <p><b>Social Studies:</b> Cultural Perspectives: Explore cultural perspectives on animals through art.</p> <p><b>Mathematics:</b> Measurement and Proportion: Apply mathematical concepts such as measurement and proportion to their animal artwork</p>	<p><b>Observational Drawing:</b> Assess students' observational drawing skills by having them draw animals from life or reference images.</p> <p><b>Art Critiques:</b> Conduct individual or group critiques of students' animal artworks, focusing on constructive feedback and discussion of artistic elements and techniques.</p> <p><b>Written Reflections:</b> Have students write reflections about their animal artworks, discussing their artistic process, inspirations,</p>

		<p>abstract interpretations and imaginative creatures.</p> <p><b>Students will</b> learn and apply basic artistic techniques such as drawing, painting, collage, and sculpture to create artworks featuring animals.</p> <p><b>Students will</b> explore how art elements such as line, shape, color, texture, and space can be used to depict animals and convey mood, movement, and personality.</p> <p><b>Students will</b> develop an appreciation for animals and their importance in the natural world.</p> <p><b>Students will</b> explore how animals have been depicted in art throughout history and across different cultures</p>		<p>to create animal paintings.</p> <p><b>Sculpture:</b> Explore sculpture techniques using clay, playdough, or modeling materials to create animal sculptures.</p> <p><b>Printmaking:</b> Introduce simple printmaking techniques such as stamping or mono printing to create animal-themed prints.</p> <p><b>Digital Art:</b> Incorporate digital art tools and apps for creating animal-themed digital artworks.</p>		<p>challenges, and accomplishments.</p>
--	--	--	--	--	--	---



## 4<sup>th</sup> GRADE VISUAL ARTS CURRICULUM

<b>CR CREATING</b>	<b>VA:Cr1.1.4</b>  a. Brainstorm multiple art-making approaches to a creative art or design problem.	<b>VA:Cr1.2.4</b>  a. Work individually and collaboratively to set goals and create artwork that is meaningful and has purpose to the makers.	<b>VA:Cr2.1.4</b>  a. Explore and invent artmaking techniques and approaches.	<b>VA:Cr2.2.4</b> a. Utilize and care for materials, tools, and equipment in a safe manner.	<b>VA:Cr2.3.4</b>  a. Identify, describe, and visually document places or objects of personal significance.	<b>VA:Cr3.1.4</b>  a. Revise artwork in progress on the basis of insights gained through peer discussion.
<b>PR PRESENTING</b>	<b>VA:Pr4.1.4</b>  a. Analyze how technologies have affected the preservation and presentation of artwork.	<b>VA:Pr5.1.4</b>  a. Analyze various environments for presentation and protection of art both in physical and digital formats.	<b>VA:Pr6.1.4</b>  a. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.			
<b>RE RESPONDING</b>	<b>VA:Re7.1.4</b>  a. Compare responses to a work of art before and after working in similar media	<b>VA:Re7.2.4</b>  a. Analyze components of visual imagery that convey messages.	<b>VA:Re8.1.4</b>  a. Interpret art by analyzing relevant subject matter, characteristics of form, and use of media.	<b>VA:Re9.1.4</b>  a. Apply one set of criteria to evaluate more than one work of art.		
<b>CN CONNECTING</b>	<b>VA:Cn10.1.4</b>  a. Develop a work of art, based on observations of surroundings	<b>VA:Cn11.1.4</b>  a. Connect visual characteristics of works of art and design to beliefs and traditions in a culture.	<b>VA:Cn11.2.4</b>  a. Brainstorm ideas for and experiment with improvements to simple items; evaluate, and present results.			

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 1 Fall- Themed Art 3-4 WEEKS	VA:Cr1.1.4 VA:Cr1.2.4 VA:Cr2.1.4 VA:Re7.1.4 VA:Re8.1.4 VA:Cn11.2.4	<p><b>Students</b> will observe and identify elements of the fall season, such as changing leaves, pumpkins, apples, and autumn landscapes. <b>Creative Expression:</b></p> <p><b>Students</b> will express their ideas, feelings, and observations about the fall season through artwork.</p> <p><b>Students</b> will experiment with various art materials and techniques to create original fall-themed <b>Understanding Color Theory:</b></p> <p><b>Students</b> will explore the colors associated with fall, such as warm hues like red, orange, yellow, and brown. compositions. <b>Appreciation of Nature and Seasonal Changes:</b></p> <p><b>Students</b> will develop an appreciation for the beauty of nature and the seasonal changes that occur during the fall months. <b>Skill Development:</b></p> <p><b>Students</b> will practice fundamental art skills such as drawing, painting, collage, and mixed media techniques.</p>	<p><b>Color shape/form texture line shape Balance Emphasis Unity Movement Pattern</b></p>	<p><b>Observational Drawing:</b> Students practice observing and sketching fall-themed objects such as: leaves, acorns, pumpkins, and trees. They focus on capturing the shapes, textures, and details of these objects from direct observation.</p> <p><b>Color Mixing and Blending:</b> Students experiment with mixing primary colors to create secondary colors and blending techniques to achieve the warm, earthy tones associated with autumn foliage.</p> <p><b>Collage:</b> Students create collages using a variety of materials such as colored paper, fabric scraps, dried leaves, and twigs. They explore texture, pattern, and layering to depict fall scenes or create abstract compositions.</p> <p><b>Painting:</b> Students explore different painting techniques such as watercolor, tempera, or acrylic painting to create fall-themed artworks. They learn about color washes, wet-on-wet blending, and dry brush techniques. Also:</p> <p><b>Printmaking, Mixed media</b></p>	<p><b>Interdisciplinary Connections:</b> Students will make connections between art and other subject areas, such as science (studying changes in nature during fall), language arts (writing fall-themed poems or stories), and social studies (learning about cultural traditions and historical events related to the fall season).</p>	<p><b>Reflection and Self-Evaluation:</b> Students will reflect on their artwork and evaluate their own progress and growth as artists. Students will participate in peer critiques and discussions to provide feedback to their classmates and learn from each other's work</p>

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 2 <b>Native American Art</b> 4-5 WEEKS	<b>VA:Cr1.1.4</b> <b>VA:Cr1.2.4</b> <b>VA:Cr2.1.4</b> <b>VA:Pr6.1.4</b> <b>VA:Re7.2.4</b> <b>VA:Re8.1.4</b> <b>VA:Cn11.1.4</b>	<p><b>Cultural Understanding:</b>  <b>Students will</b> learn about the diverse cultures, traditions, and artistic practices of Native American tribes across different regions.</p> <p><b>Students will</b> gain an appreciation for the cultural significance of art in Native American communities, including its role in storytelling, spirituality, and identity.</p> <p><b>Artistic Techniques:</b>  <b>Students will</b> explore traditional artistic techniques used by Native American artists, such as pottery making, basket weaving, beadwork, and textile arts.</p> <p><b>Students will</b> learn how to use materials and tools characteristic of Native American art forms, such as clay, natural dyes, feathers, and natural fibers.</p> <p><b>Art Analysis and Interpretation:</b>  <b>Students will</b> analyze and interpret examples of Native American art, identifying recurring motifs, symbols, and themes.</p> <p><b>Creative Expression:</b>  <b>Students will</b> create their own artworks inspired by Native American art forms, incorporating elements of traditional techniques, motifs, and materials.</p> <p><b>Cross-Cultural Connections:</b>  <b>Students will</b> explore connections between Native American art and other art forms from around the world, recognizing universal themes and artistic techniques.</p>	<b>Line shape</b> <b>color</b> <b>texture</b> <b>space</b> <b>Pattern</b> <b>Emphasis</b> <b>Balance</b> <b>Unity</b> <b>Movement</b>	<p><b>Pottery Making:</b>  Introduce students to the traditional pottery-making techniques used by Native American tribes, such as coiling, pinching, and molding clay by hand.</p> <p><b>Beadwork-</b>  Provide students with colorful beads and demonstrate basic beading techniques, such as stringing beads onto thread or wire and creating simple patterns and motifs.</p> <p>Provide students with paper strips or yarn and demonstrate <b>Basic weaving techniques</b>, such as over-under weaving or twining, to create small woven mats or baskets.</p>	<p><b>Historical Context:</b>  Students will study the historical and social contexts in which Native American art was created, including interactions with European settlers, colonialism, and cultural exchange. Students will understand how historical events and cultural changes have influenced the development of Native American art over time</p>	<p><b>Reflection and Self-Assessment:</b>  Students engage in reflective exercises, such as journaling or group discussions, to reflect on their learning experiences in the unit.</p> <p>They evaluate their own artwork, identifying strengths, areas for improvement, and connections to the unit's learning objectives.</p> <p>Teachers use students' reflections and self-assessments to gain insights into their learning processes, as well as to provide individualized feedback and support.</p>

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 3 <b>Painting Techniques 4-5 WEEKS</b>	<b>VA:Cr1.1.4</b> <b>VA:Cr1.2.4</b> <b>VA:Cr2.1.4</b> <b>VA:Cr2.2.4</b> <b>VA:Cr2.3.4</b> <b>VA:Cr3.1.4</b>	<p><b>Technical Skills:</b> <b>Students will</b> learn basic painting techniques such as brush handling, blending colors, layering, and creating texture using different brush strokes and tools. Students will practice controlling paint application, including brush pressure, paint consistency, and coverage, to achieve desired effects in their artwork.</p> <p><b>Color Theory:</b> <b>Students will</b> explore color mixing and the properties of primary, secondary, and intermediate colors, as well as tints, shades, and tones. Students will learn about color relationships such as complementary, analogous, and monochromatic schemes, and how to use them effectively in their paintings.</p> <p><b>Composition:</b> <b>Students will</b> learn about compositional elements such as balance, focal point, contrast, and unity, and how they contribute to the overall visual impact of a painting. Students will also study: Art History, artistic expression, critical thinking/problem solving.</p>	<p><b>Color line</b> <b>shape form</b> <b>texture</b> <b>space</b> <b>Balance</b> <b>Emphasis</b> <b>Unity</b> <b>Movement</b> <b>Pattern</b></p>	<p><b>Exploration of Materials and Tools:</b> Introduce students to a variety of painting materials and tools, including different types of paints (e.g., acrylics, watercolors, tempera), brushes, palette knives, sponges, and other painting implements.</p> <p><b>Color Mixing and Blending:</b> Teach students how to mix colors to create new hues, tints, shades, and tones. Demonstrate basic color mixing techniques using primary colors (red, blue, yellow) to create secondary colors (orange, green, purple) and experiment with mixing complementary colors to create neutral tones.</p> <p><b>Brushwork and Brush Control:</b> Provide guidance on brushwork techniques, including brush handling, pressure, angle, and movement. Also explore:</p> <p><b>Layering and Building Up Paint</b> <b>Texture Creation and Manipulation</b> <b>Composition and Design</b> <b>Observation and Reference</b> <b>Experimentation and Creative Exploration</b></p>	<p><b>History:</b> Explore the history of art movements and styles that utilized painting techniques. Discuss how historical events, cultural shifts, and technological advancements influenced the development of painting.</p> <p><b>Language Arts:</b> Incorporate writing activities such as descriptive writing, poetry, or storytelling to accompany students' paintings. Encourage them to write artist statements, narratives, or reflections about their artwork.</p>	<p><b>Painting Process Reflection:</b> Ask students to write a reflection or artist statement about their painting process for one of their artworks. They should describe their inspiration, the techniques they used, challenges they encountered, and what they learned from the experience.</p> <p><b>Painting Critique:</b> Facilitate a class critique session where students can share their paintings with their peers and provide constructive feedback to each other. Encourage students to discuss elements such as composition, color, brushwork, and emotional impact.</p>

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 4 <b>Vincent Van Gogh</b> 4-5 WEEKS	<b>VA:Cr1.1.4</b> <b>VA:Cr1.2.4</b> <b>VA:Cr2.1.4</b> <b>VA:Cr2.2.4</b> <b>VA:Cr3.1.4</b> <b>VA:Cr3.1.4</b> <b>VA:Re7.1.4</b> <b>VA:Re8.1.4</b> <b>VA:Cn10.1.4</b>	<p><b>Understanding Van Gogh's Life and Artistic Style:</b>  <b>Students will</b> learn about Vincent Van Gogh's life, including his background, influences, and artistic development. They will explore his unique artistic style characterized by bold colors, expressive brushwork, and emotional intensity. Exploring Van Gogh's Masterpieces: Students will study some of Van Gogh's most famous artworks, such as "Starry Night," "Sunflowers," and "The Bedroom," examining their composition, subject matter, and techniques used.</p> <p><b>Learning Art Vocabulary:</b>  <b>Students will</b> learn art vocabulary related to Van Gogh's style and techniques, such as impasto, post-impressionism, complementary colors, and perspective. Experimenting with Van Gogh's Techniques: Students will experiment with Van Gogh's techniques, including using bold colors, expressive brushwork, and impasto (thickly applying paint).</p>	<b>Line</b> <b>color</b> <b>shape</b> <b>texture</b> <b>form</b> <b>space</b> <b>value</b> <b>Balance</b> <b>Emphasis</b> <b>Movement</b> <b>Pattern</b> <b>Proportion</b> <b>Unity</b> <b>Variety</b>	<p><b>Observational Drawing:</b>  Encourage students to observe and sketch objects from their surroundings, focusing on capturing the essence of the subject matter in a style like Van Gogh's expressive and emotive approach.</p> <p><b>Exploration of Color Mixing:</b> Provide opportunities for students to experiment with color mixing techniques, particularly focusing on Van Gogh's bold and vibrant color palette.</p> <p><b>Impasto Painting:</b>  Introduce students to impasto painting, a technique used by Van Gogh involving the thick application of paint.</p> <p><b>Exploration of Brushwork:</b>  Van Gogh's distinctive brushwork is a hallmark of his style. Encourage students to experiment with different brush strokes and techniques to convey movement, texture, and emotion in their artwork. Also: Expressive Self-Portraits &amp; Symbolism</p>	<p><b>Art History and Context:</b> Students will learn about the historical and cultural context in which Van Gogh created his artworks, including the artistic movements of the late 19th century and Van Gogh's influence on modern art.</p> <p><b>Mathematics:</b>  Integrate mathematical concepts such as geometry and symmetry into discussions about composition and perspective in Van Gogh's paintings.</p> <p><b>Music:</b> Listen to music that was popular during Van Gogh's lifetime, such as compositions by composers like Johann Sebastian Bach or Ludwig van Beethoven.</p>	<p><b>Reflecting and Evaluating:</b> Students will reflect on their own artworks inspired by Van Gogh and evaluate them based on their use of techniques, creativity, and expression of ideas and emotions.</p> <p><b>Artistic Analysis:</b> Have students choose one of Van Gogh's paintings and write a short analysis of the artwork, discussing elements such as color, composition, brushwork, and mood.</p> <p><b>Peer Critique:</b> Conduct a peer critique session where students provide feedback on each other's Van Gogh-inspired artwork. Encourage students to offer constructive feedback based on elements such as composition, color usage, and emotional expression</p>

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 5 Self- Portraits 4-6 WEEKS	VA:Cr1.1.4 VA:Cr1.2.4 VA:Cr2.1.4 VA:Cr2.2.4 VA:Re7.2.4 VA:Cn10.1.4	<p><b>Understanding Self-Representation:</b> Students will learn about the concept of self-portraiture and its significance in art history, exploring how artists have depicted themselves throughout different time periods and cultures.</p> <p><b>Observational Drawing Skills:</b> Students will develop observational drawing skills by studying their own faces and features in mirrors, focusing on proportion, shape, and detail in their self-portraits. <b>Learning Artistic Techniques:</b> Students will learn a variety of artistic techniques for creating self-portraits, including contour drawing, shading, blending, and highlighting, and apply these techniques in their own artwork.</p> <p><b>Understanding Value and Light:</b> Students will learn about the use of value and light in portraiture, exploring how light and shadow create volume, depth, and form in their self-portraits.</p> <p><b>Expressing Identity and Self-Reflection:</b> Students will use their self-portraits as a means of expressing their own identities, interests, and experiences, reflecting on what makes them unique as individuals.</p>	<p><b>Line shape color texture form space value</b></p> <p><b>Proportion Balance Emphasis Unity Movement Pattern</b></p>	<p><b>Observational Drawing:</b> Begin by teaching students how to observe and sketch their own faces in mirrors. Encourage them to pay attention to proportions, shapes, and details as they draw their self-portraits from observation.</p> <p><b>Facial Feature Studies:</b> Break down the process of drawing facial features into smaller, more manageable steps. Provide guided instruction on drawing eyes, noses, mouths, and ears, allowing students to practice each feature individually before incorporating them into their self-portraits.</p> <p><b>Exploration of Mediums:</b> Introduce students to a variety of drawing materials and mediums suitable for self-portraiture, such as pencils, charcoal, colored pencils, and pastels.</p> <p><b>Expression and Emotion:</b> Guide students in exploring how facial expressions and emotions can be conveyed through their self-portraits.</p> <p><b>Mixed Media Self-Portraits:</b> Encourage students to incorporate mixed media elements into their self-portraits, such as collage, paint, or found objects. Allow them to explore different textures, colors, and materials to add visual interest and personal meaning to their artwork.</p>	<p><b>Exploring Cultural and Historical Contexts:</b> Students will learn about self-portraiture in diverse cultural and historical contexts, exploring how artists from diverse backgrounds have approached self-representation in their artwork.</p> <p><b>Language Arts:</b> Connect self-portraits with writing by having students write artist statements or reflective essays about their self-portraits. Encourage them to describe the emotions, experiences, and personal characteristics depicted in their artwork</p> <p><b>Mathematics:</b> Integrate mathematics into self-portraiture by discussing proportions, measurements, and symmetry. Have students use math skills to accurately measure facial features and ensure proportionality in their self-portraits.</p>	<p><b>Peer Critiques and Feedback:</b> Organize peer critiques where students can share their self-portraits with classmates and provide constructive feedback to each other. Encourage students to offer compliments and suggestions for improvement based on observation and artistic principles.</p> <p><b>Self-Portrait Rubric:</b> Develop a rubric that includes criteria such as accuracy of proportions, use of value and shading, attention to detail, and overall likeness to the student's appearance. Use the rubric to assess students' self-portraits based on specific artistic standards and objectives.</p>

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 6  <b>Landscapes</b>  4-6 Weeks	<b>VA:Cr1.1.4</b> <b>VA:Cr1.2.4</b> <b>VA:Cr2.1.4</b> <b>VA:Cr2.2.4</b> <b>VA:Cr3.1.4</b> <b>VA:Re7.1.4</b> <b>VA:Re9.1.4</b> <b>VA:Cn10.1.4</b>	<p><b>Identification of Landscape Features:</b></p> <p><b>Students will</b> be able to identify and describe various elements commonly found in landscapes, such as mountains, trees, rivers, and skies.</p> <p><b>Understanding of Perspective:</b></p> <p><b>Students will</b> learn basic principles of perspective, including foreground, middle ground, and background, to create the illusion of depth in their landscape drawings and paintings.</p> <p><b>Exploration of Different Artistic Styles: Students will</b> explore different artistic styles used in landscape art, such as realism, impressionism, and abstract, and understand how artists use these styles to convey mood and emotion</p> <p><b>Development of Observation Skills:</b></p> <p><b>Students will</b> develop their observational skills by studying natural landscapes and urban scenes, noticing details such as textures, colors, and shapes.</p> <p><b>Students will</b> experiment with a variety of artistic techniques and mediums, such as drawing, painting,</p>	<b>Line color</b> <b>shape</b> <b>texture</b> <b>Balance</b> <b>Unity</b> <b>Emphasis</b> <b>Proportion</b>	<p><b>Observational Drawing:</b> Encourage students to observe real-life landscapes, either outdoors or through reference images, and practice drawing what they see. Focus on capturing the shapes, lines, and proportions of different elements within the landscape.</p> <p><b>Experimentation with Materials:</b> Provide students with a variety of art materials such as pencils, crayons, markers, watercolors, and pastels, and encourage them to experiment with different mediums to create their landscapes.</p> <p><b>Layering and Blending:</b> Teach students how to layer and blend colors to create depth and dimension in their landscape artworks</p> <p><b>Composition Planning:</b> Guide students in planning the composition of their</p>	<p><b>Science: Earth Science:</b> Explore the scientific concepts behind different types of landscapes, including mountains, rivers, deserts, and forests.</p> <p><b>Geography: Physical Geography:</b> Study the geographic features and regions represented in landscapes, such as continents, countries, and landmarks.</p> <p><b>Language Arts: Descriptive Writing:</b> Use landscape art as inspiration for descriptive writing activities, encouraging students to use vivid language and sensory details to describe landscapes in their own words.</p>	<p><b>Reflection and Revision:</b> Encourage students to reflect on their artwork throughout the process and make revisions as needed. Provide opportunities for peer feedback and self-assessment, guiding students in identifying areas for improvement and implementing changes to enhance their artwork.</p>

		<p>collage, and mixed media, to create their own landscape artworks.</p> <p><b>Students will</b> express their own interpretations and feelings about landscapes through their artwork, using their imagination to create unique and original compositions.</p>		<p>landscape artworks by considering elements such as foreground, middle ground, background, and focal points.</p> <p><b>Experimenting with Perspective:</b> Teach students about perspective and how it can be used to create the illusion of depth in landscape art</p> <p><b>Science:</b></p> <p>Earth Science: Explore the scientific concepts behind distinct types of landscapes, including mountains, rivers, deserts, and forests.</p> <p><b>Geography:</b></p> <p>Physical Geography: Study the geographic features and regions</p>		
--	--	---	--	--	--	--



UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 7 <b>Weaving</b> 4-6 WEEKS	VA:Cr1.1.4 VA:Cr1.2.4 VA:Cr2.1.4 VA:Cr2.2.4 VA:Re7.1.4 VA:Re7.2.4 VA:Cn11.1.4	<p><b>Understanding Basic Weaving Techniques:</b>  <b>Students will</b> learn the fundamental techniques of weaving, including over-under patterns, warp and weft, and basic loom operation.  Students will demonstrate proficiency in setting up and operating a simple weaving loom.</p> <p><b>Exploring Different Weaving Materials:</b>  <b>Students will</b> explore a variety of weaving materials such as yarn, fabric strips, ribbons, and natural fibers.  <b>Students will</b> experiment with different textures, colors, and thicknesses of materials to create varied weaving effects.  <b>Students will</b> use weaving as a form of creative expression, exploring patterns, designs, and color combinations in their woven artworks.  <b>Students will</b> learn about the cultural and historical significance of weaving in diverse cultures around the world.  <b>Students will</b> explore traditional weaving techniques, patterns, and cultural symbols from diverse cultures, connecting their learning to global perspectives.  <b>Students will</b> refine their fine motor skills through the manipulation of weaving materials and tools.</p>	<p><b>Line shape</b>  <b>color</b>  <b>texture</b>  <b>Pattern</b>  <b>Unity</b>  <b>Balance</b>  <b>Emphasis</b>  <b>Movement</b></p>	<p><b>Introduction to Basic Weaving Techniques:</b>  Start by introducing students to basic weaving techniques, such as over-under patterns and warp and weft. Demonstrate how to set up and operate a simple weaving loom. Provide step-by-step instructions and hands-on guidance as students practice these techniques using small, portable looms or homemade cardboard looms.</p> <p><b>Exploration of Weaving Materials:</b>  Allow students to explore a variety of weaving materials, including yarn, fabric strips, ribbon, twine, and natural fibers. Provide a range of textures, colors, and thicknesses of materials for students to experiment with, encouraging them to explore the tactile qualities of each material.</p> <p><b>Design and Planning:</b></p>	<p><b>Mathematics:</b>  Geometry: Explore geometric concepts through weaving patterns and designs.</p> <p><b>Social Studies:</b>  Cultural Studies: Study the cultural significance of weaving in different societies and time periods.</p> <p><b>Language Arts:</b>  Writing and Storytelling: Use weaving as inspiration for creative writing activities. Students can draft stories, poems, or descriptive narratives inspired by their weaving projects or the cultural contexts of weaving traditions.</p>	<p><b>Reflection and Evaluation:</b>  Facilitate opportunities for students to reflect on their weaving projects and evaluate their progress and outcomes. Encourage students to consider what they learned from the experience, what they liked about their projects, and what they might do differently next time.</p>

				<p>Guide students in brainstorming and planning their weaving projects. Encourage them to sketch out design ideas and consider factors such as color schemes, patterns, and compositions. Provide students with dedicated weaving time to practice their skills and bring their design ideas to life. Encourage students to experiment with color and texture in their weaving projects. Provide a variety of colored yarns, fibers, and materials for students to mix and match in their designs</p>		
--	--	--	--	---	--	--

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 8 <b>Intro to Pop Art</b> 5-6 WEEKS	<b>VA:Cr1.1.4</b> <b>VA:Cr2.1.4</b> <b>VA:Cr2.2.4</b> <b>VA:Cr3.1.4</b> <b>VA:Re7.1.4</b> <b>VA:Re7.2.4</b> <b>VA:Cn10.1.4</b>	<p><b>Understanding Pop Art Origins and Influences:</b>  <b>Students will</b> learn about the origins of pop art, including key artists such as Andy Warhol, Roy Lichtenstein, Claes Oldenburg, Wayne Theibaud.</p> <p><b>Students will</b> explore the cultural and historical context of pop art, including its influences from popular culture, advertising, and consumerism.</p> <p><b>Students will</b> identify the distinctive characteristics of pop art, such as bold colors, graphic shapes, repetition, and appropriation of mass media imagery.</p> <p><b>Students will</b> explore various techniques used in pop art, such as screen printing, collage, stenciling, and comic book-style illustration.</p> <p><b>Students will</b> experiment with these techniques to create their own pop art-inspired artwork, incorporating elements of popular culture and everyday objects.</p>	<b>Color shape</b> <b>line form</b> <b>texture</b> <b>space</b> <b>Balance</b> <b>Emphasis</b> <b>Contrast</b> <b>Pattern</b> <b>Unity</b> <b>Movement</b>	<p><b>Observation and Analysis:</b> Begin by introducing students to famous pop art pieces by artists like Andy Warhol, Roy Lichtenstein, and Keith Haring. Encourage them to observe the colors, shapes, and subjects used in these artworks and discuss how they relate to popular culture.</p> <p><b>Sketching and Planning:</b> Have students sketch out their ideas for a pop art piece. They can brainstorm popular culture symbols or objects they would like to include and experiment with different compositions and arrangements.</p> <p><b>Color Exploration:</b> Pop art is known for its vibrant color schemes. Provide students with a variety of colored pencils, markers, or paints and encourage them to experiment with mixing and layering colors to achieve the bold, bright look typical of pop art.</p> <p><b>Shape and Form:</b> Help students explore the use of simple shapes and forms in pop art. They can cut out shapes from colored paper or cardboard and arrange them to create compositions inspired by pop art imagery.</p> <p><b>Also: Mixed Media Collage &amp; Stenciling and Repetition</b></p>	<p><b>Language Arts:</b>  Incorporate literacy skills by having students read biographies or articles about famous pop artists like Andy Warhol, Roy Lichtenstein, and Keith Haring</p> <p><b>Mathematics:</b>  Integrate math skills by exploring geometric shapes, patterns, and proportions in pop art.</p>	<p><b>Critique and Reflection:</b>  Encourage students to reflect on their artwork and discuss it with their peers. Facilitate group critiques where students can provide feedback to each other and reflect on how they've applied pop art techniques in their work.</p>

## 5<sup>th</sup> GRADE VISUAL ARTS CURRICULUM

<b>CR CREATING</b>	<b>VA:Cr1.1.5</b>  a. Combine ideas to <b>generate</b> an <b>innovative</b> idea for artmaking.	<b>VA:Cr1.2.5</b>  a. Identify and demonstrate diverse strategies for <b>artistic investigation</b> to choose an approach for beginning a work of art.	<b>VA:Cr2.1.5</b>  a. Experiment and develop skills in multiple <b>artmaking techniques and approaches</b> through practice.	<b>VA:Cr2.2.5</b>  a. Demonstrate quality <b>craftsmanship</b> through care for and use of <b>materials</b> , tools, and equipment. b. Consider responsible and respectful practices when using other artists' work for inspiration, and when sharing artistic work via <b>technology</b> .	<b>VA:Cr2.3.5</b>  a. <b>Document, describe, and represent constructed environments</b> of regional or historical significance.	<b>VA:Cr3.1.5</b>  a. Create artist statements by using art vocabulary to describe personal choices in art-making.
<b>PR PRESENTING</b>	<b>VA:Pr4.1.5</b>  a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.	<b>VA:Pr5.1.5</b>  a. Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.	<b>VA:Pr6.1.5</b>  a. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic			
<b>RE RESPONDING</b>	<b>VA:Re7.1.5</b>  a. Compare one's own interpretation of a work of art with the interpretation of others.	<b>VA:Re7.2.5</b>  a. Identify and analyze cultural associations suggested by visual imagery.	<b>VA:Re8.1.5</b>  a. Interpret art by referring to contextual information and analyzing subject matter, characteristics of form, and use of media.	<b>VA:Re9.1.5</b>  a. Develop and apply relevant criteria to evaluate a work of art		
<b>CN CONNECTING</b>	<b>VA:Cn10.1.5</b>  a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.	<b>VA:Cn11.1.5</b>  a. Explore how works of art and design contribute to the quality of life within a culture.	<b>VA:Cn11.2.5</b>  a. Apply design thinking strategies to identify a problem within the community and create and document various solutions.			

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 1 <b>Color Theory &amp; Painting</b>  <b>4-6 WEEKS</b>	<b>VA:Cr1.1.5</b> <b>VA:Cr1.2.5</b> <b>VA:Cr2.1.5</b> <b>VA:Pr5.1.5</b> <b>VA:Re7.1.5</b> <b>VA:Re7.2.5</b> <b>VA:Cn10.1.5</b>	<p><b>Color Identification and Naming:</b></p> <p><b>Students will</b> demonstrate the ability to identify and name primary, secondary, and intermediate colors on the color wheel.</p> <p><b>Students will</b> understand the concept of warm and cool colors and be able to distinguish between them.</p> <p>Color Mixing and Blending:</p> <p>Students will learn how to mix primary colors to create secondary and tertiary values.</p> <p><b>Value and Tone:</b></p> <p><b>Students will</b> understand the concept of value and be able to create tints and shades by adding white or black to colors.</p> <p><b>Color Harmony and Contrast:</b></p> <p><b>Students will</b> explore different color harmonies, such as complementary, analogous, and triadic color schemes.</p>	<p><b>Color value</b> <b>line shape</b> <b>form</b></p> <p><b>Balance</b> <b>emphasis</b></p> <p><b>Contrast</b> <b>unity</b> <b>movement</b></p> <p><b>Pattern</b></p>	<p><b>Color Mixing Experiments:</b></p> <p>Students engage in hands-on experiments to explore color mixing. They mix primary colors to create secondary and tertiary colors, experimenting with different ratios to understand how colors interact and blend.</p> <p><b>Color Studies:</b></p> <p>Students conduct color studies where they create swatches of different color combinations, such as complementary, analogous, and monochromatic schemes.</p> <p><b>Value Studies:</b></p> <p>Students practice creating value scales by mixing tints and shades of a single color.</p> <p>Landscapes and Nature Scenes:</p> <p>Students paint landscapes or nature scenes inspired by the fall season.</p> <p><b>Still Life Painting:</b></p> <p>Students set up still life arrangements featuring fall-</p>	<p><b>Historical and Cultural Context:</b></p> <p>Students will learn about the historical and cultural significance of color in art, including how different cultures use color symbolically and aesthetically.</p> <p>Students will explore artworks from different time periods and cultures to understand how color has been used by artists throughout history.</p> <p><b>Language Arts:</b></p> <p>Descriptive Writing: Students practice descriptive writing by describing their paintings using vivid language to convey the colors, textures, and emotions depicted in their artwork</p>	<p><b>Critical Thinking and Reflection:</b></p> <p>Students will analyze and critique their own paintings and those of their peers, considering the effectiveness of color choices and compositions.</p> <p>Students will reflect on their artistic process and growth in understanding color theory principles throughout the unit.</p> <p><b>Painting Project Rubric:</b></p> <p>Assessment Description: Assign students a painting project where they create an original artwork based on a given theme or subject, applying color theory principles and painting techniques learned in the unit.</p>

		<p><b>Composition and Design:</b></p> <p><b>Students will</b> learn about the role of color in composition and design, including principles such as balance, unity, and emphasis.</p> <p><b>Expressive Use of Color:</b></p> <p><b>Students will</b> experiment with using color expressively to convey mood, emotion, and atmosphere in their paintings</p>		<p>themed objects such as pumpkins, leaves, and apples.</p> <p><b>Also; Collaborative Murals, Color Symbolism Projects, Artist Studies</b></p>		
--	--	--	--	--	--	--

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 2 <b>Collage Art</b> <b>4-5 WEEKS</b>	<b>VA:Cr1.1.5</b> <b>VA:Cr1.2.5</b> <b>VA:Cr2.1.5</b> <b>VA:Cr2.2.5</b> <b>VA:Re7.2.5</b>	<p><b>Understanding of Collage Techniques:</b></p> <p><b>Students will</b> learn about the history and techniques of collage, including the use of various materials such as paper, fabric, found objects, and mixed media.</p> <p><b>Students will</b> understand how to manipulate and arrange varied materials to create visually compelling compositions in their collages.</p> <p><b>Exploration of Composition and Design:</b></p> <p><b>Students will</b> explore principles of composition and design, such as balance, contrast, unity, and rhythm, in the context of collage.</p> <p><b>Creative Expression and Personal Voice:</b></p> <p><b>Students will</b> express their own ideas, emotions, and experiences through their collage artworks</p>	<b>Shape</b> <b>color</b> <b>line</b> <b>texture</b> <b>space</b> <b>Balance</b> <b>Unity</b> <b>Contrast</b> <b>Emphasis</b> <b>movement</b>	<p><b>Materials Exploration:</b></p> <p>Students begin by exploring a variety of materials suitable for collage, such as colored paper, magazines, fabric scraps, newspapers, cardboard, found objects, and textured papers.</p> <p><b>Image Selection and Collection:</b></p> <p>Students collect images, photographs, and illustrations from magazines, newspapers, and printed materials that align with the themes or concepts they want to explore in their collages.</p> <p><b>Composition Planning:</b></p> <p>Students plan their collage compositions by sketching or creating thumbnail drawings to explore different arrangements and layouts of materials.</p> <p><b>Material Preparation:</b></p> <p>Students prepare their materials for collage by cutting, tearing, or ripping</p>	<p><b>Students will</b> explore connections between collage and other subject areas, such as literature, science, social studies, and mathematics.</p> <p><b>Students will</b> create collages inspired by themes or concepts from their other academic studies, fostering interdisciplinary learning experiences</p>	<p><b>Critical Thinking</b></p> <p>Students will critically evaluate their own work and the work of their peers, providing constructive feedback and suggestions for improvement.</p> <p><b>Artist Statement or Reflection:</b></p> <p>Ask students to write an artist statement or reflection that explains their artistic process, inspirations, and intentions behind their collage compositions.</p> <p><b>Peer Critique:</b></p> <p>Facilitate a peer critique session where students provide constructive feedback on each other's collage compositions</p>

		<p><b>Skill Development in Cutting, Tearing, and Gluing:</b></p> <p><b>Students will</b> develop proficiency in cutting, tearing, and gluing various materials to create collage elements.</p>		<p>them into various shapes and sizes.</p> <p><b>Collage Assembly:</b></p> <p>Students assemble their collage compositions by arranging and adhering materials onto a base surface, such as paper, cardboard, or canvas.</p>		
--	--	--	--	--	--	--



UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 3  <b>Drawing Fundamentals</b>  <b>4-6 WEEKS</b>	<b>VA:Cr1.1.5</b>  <b>VA:Cr1.2.5</b>  <b>VA:Cr2.1.5</b>  <b>VA:Cr2.2.5</b>  <b>VA:Pr5.1.5</b>  <b>VA:Re7.2.5</b>  <b>VA:Cn11.1.5</b>	<p><b>Students will</b> learn and practice fundamental drawing techniques, including contour drawing, shading, cross-hatching, and stippling.</p> <p><b>Students will</b> demonstrate proficiency in using various drawing tools such as pencils, charcoal, and ink pens to create different effects.</p> <p><b>Students will</b> identify and apply the elements of art, such as line, shape, form, value, and texture, in their drawings.</p> <p><b>Students will</b> practice observational drawing from still-life arrangements, photographs, and live models to enhance their ability to perceive and represent visual information accurately.</p> <p><b>Students will</b> understand basic principles of composition, including balance, contrast, focal point, and unity.</p>	<p><b>Line shape</b> <b>form color</b> <b>texture space</b></p> <p><b>Balance</b></p> <p><b>Contrast</b></p> <p><b>Emphasis</b></p> <p><b>Movement</b></p> <p><b>Pattern</b></p>	<p><b>Observation:</b></p> <p>Teach students the importance of observation in drawing. Encourage them to closely observe the subject they are drawing, paying attention to details, proportions, and relationships between objects.</p> <p><b>Sketching:</b></p> <p>Introduce students to sketching as a preliminary step in the drawing process. Teach them basic sketching techniques such as gesture drawing, contour drawing, and blocking in shapes to establish the overall composition.</p> <p><b>Planning and Composition:</b></p> <p>Instruct students about planning and composing their drawings. Encourage them to consider the placement of objects, the use of space, and the overall balance and unity of the composition before starting to draw.</p>	<p><b>Mathematics:</b></p> <p>Explore concepts of geometry and measurement in drawing. Students can learn about geometric shapes, angles, and proportions when drawing objects or figures.</p> <p><b>Language Arts:</b></p> <p>Use drawing as a visual storytelling tool. Students can illustrate scenes from literature or create their own visual narratives, connecting to literacy and creative writing skills.</p>	<p><b>Self-Reflection:</b></p> <p>Promote self-reflection in the drawing process. Encourage students to reflect on their progress, strengths, and areas for improvement, and to set goals for their future drawings.</p> <p><b>ALSO:</b></p> <p><b>DRAWING ASSIGNMENTS, OBSERVATIONAL DRAWING ASSESSMENTS, SKETCHBOOK ASSIGNMENTS, PERFORMANCE TASKS</b></p>

		<p><b>Students will</b> apply their drawing skills to represent a variety of subject matter, including still life, landscapes, portraits, and imaginative scenes.</p> <p><b>Demonstrate Mastery of Basic Drawing Techniques:</b></p>		<p><b>Teach students</b> the importance of refining and revising their drawings.</p> <p>Encourage students to experiment with different drawing techniques, materials, and styles.</p>		
--	--	--	--	--	--	--

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 4 <b>Famous Art &amp; Artists</b>  <b>3-4 WEEKS</b>	<b>VA:Cr1.1.5</b>  <b>VA:Cr1.2.5</b>  <b>VA:Cr2.1.5</b>  <b>VA:Re7.2.5</b>  <b>VA:Cn11.1.5</b>	<p><b>Exploring Artistic Styles:</b></p> <p><b>Students will</b> explore a variety of artistic styles, including realism, impressionism, abstract art, and surrealism, by studying the works of famous artists from different time periods and cultural backgrounds.</p> <p><b>Learning About Art History:</b> <b>Students will</b> learn about key movements and periods in art history, such as the Renaissance, Baroque, Romanticism, and Modernism, and how they influenced the development of art.</p> <p><b>Studying Famous Artists:</b></p> <p><b>Students will</b> study the lives and works of famous artists from diverse backgrounds, including Leonardo da Vinci, Vincent van Gogh, Frida Kahlo, Pablo Picasso, and Georgia O'Keeffe, among others.</p> <p><b>Analyzing Artworks:</b></p> <p><b>Students will</b> analyze and interpret artworks by famous</p>	<p><b>Line</b></p> <p><b>shape</b></p> <p><b>color</b></p> <p><b>texture</b></p> <p><b>form</b></p> <p><b>space</b></p> <p><b>value</b></p> <p><b>Balance</b></p> <p><b>Emphasis</b></p> <p><b>Movement</b></p> <p><b>Proportion</b></p> <p><b>Pattern</b></p> <p><b>Unity</b></p> <p><b>Variety</b></p>	<p><b>Observational Drawing:</b> Encourage students to engage in observational drawing sessions where they closely examine and sketch famous artworks by renowned artists.</p> <p><b>Artistic Replication:</b> Have students replicate famous artworks by renowned artists, paying close attention to details such as composition, color palette, and brushwork.</p> <p><b>Mixed Media</b> Exploration: Encourage students to experiment with mixed media techniques inspired by the works of famous artists. Provide a variety of materials such as paint, pastels, charcoal, collage materials, and found objects, allowing students to create multi-dimensional artworks that reflect the styles of renowned artists.</p> <p><b>Collaborative Mural Creation:</b> Divide students into groups and assign each group with a famous artwork to recreate collaboratively as a mural. Encourage students</p>	<p><b>Making Connections</b> Across Subjects: Students will make connections between art and other subjects, such as history, literature, science, and math, by exploring how art reflects and influences culture, society, and human experience.</p>	<p><b>Artistic Critique and Reflection:</b> Facilitate group discussions where students engage in artistic critique and reflection, analyzing famous artworks and discussing the techniques, themes, and artistic choices made by renowned artists. This process encourages students to develop critical thinking skills while deepening their appreciation for art</p>

		<p>artists, examining elements such as composition, color, texture, and symbolism, and how these elements contribute to the overall meaning and impact of the artwork.</p> <p>Understanding Cultural Context: <b>Students will</b> explore the cultural, historical, and social contexts in which famous artists created their artworks, including the influence of geography, politics, religion, and technology on artistic expression.</p>		<p>to work together to plan and execute the mural, paying close attention to scale, proportion, and composition.</p> <p><b>Artistic Innovation and Experimentation:</b> Encourage students to innovate and experiment with artistic techniques inspired by renowned artists</p>		
--	--	---	--	---	--	--

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 5 <b>Nature Art</b>  4-5 WEEKS	<b>VA:Cr1.1.5</b> <b>VA:Cr1.2.</b> <b>VA:Cr2.1.5</b> <b>VA:Cr2.2.5</b> <b>VA:Re7.2.5</b> <b>VA:Cn10.1.5</b>	<p><b>Observing Nature:</b></p> <p><b>Students will</b> develop observational skills by closely studying natural forms, such as plants, animals, landscapes, and weather phenomena.</p> <p><b>Students will</b> learn to identify and appreciate the beauty and diversity of the natural world through direct observation and exploration.</p> <p><b>Expressing Nature Through Art:</b></p> <p><b>Students will</b> create original artworks inspired by nature, incorporating elements such as landscapes, plants, animals, and natural forms into their compositions.</p> <p><b>Students will</b> experiment with different artistic techniques and materials to represent nature realistically or abstractly in their artwork.</p> <p><b>Exploring Artistic Techniques:</b></p> <p><b>Students will</b> learn and apply a variety of artistic techniques, such as drawing, painting,</p>	<b>Line</b>  <b>shape</b>  <b>color</b>  <b>texture</b>  <b>form</b>  <b>space</b>  <b>value</b>  <b>Emphasis</b>  <b>Balance</b>  <b>Unity</b>  <b>Movement</b>  <b>Pattern</b>  <b>Proportion</b>	<p><b>Observational Drawing:</b></p> <p>Guide students in developing observational drawing skills by studying natural objects such as leaves flowers, shells, or rocks.</p> <p><b>Outdoor Sketching Expeditions:</b></p> <p>Organize outdoor sketching expeditions where students can observe and sketch natural landscapes, trees, plants, or wildlife in their surroundings.</p> <p><b>Exploration of Art Materials:</b></p> <p>Provide a variety of art materials and mediums for students to experiment with, such as pencils, colored pencils, markers, watercolors, or pastels.</p> <p><b>Mixed Media Nature Collages:</b></p> <p>Guide students in creating mixed media nature collages using a combination of natural materials (such as leaves, twigs, flowers, or feathers) and</p>	<p><b>Cultural and Historical Context:</b></p> <p>Students will learn about the cultural and historical significance of nature art, exploring how artists from diverse cultures and time periods have depicted nature in their artwork.</p> <p>Students will examine how cultural beliefs, traditions, and environmental contexts influence artists' representations of nature.</p> <p><b>Language Arts:</b></p> <p>Integrate writing activities with nature art by having students draft descriptive essays, poetry, or narratives inspired by their observations of the natural world.</p>	<p><b>Reflective Practices:</b></p> <p>Foster opportunities for students to reflect on their artistic process, observations, and connections to nature.</p> <p>Encourage students to share their artwork with peers and engage in group discussions about the significance of nature in art and everyday life.</p> <p><b>Nature Art Portfolio:</b></p> <p>Have students compile a portfolio highlighting their nature artwork created throughout the unit. Include a variety of pieces that demonstrate different artistic techniques, mediums, and subject matter inspired by nature.</p>

		<p>printmaking, and collage, to create nature-inspired artwork.</p> <p><b>Students will</b> experiment with different mediums, textures, and tools to capture the textures, colors, and patterns found in nature.</p>		<p>art supplies (such as paper, glue, and paint).</p> <p><b>Nature Printing:</b></p> <p>Explore the art of nature printing by introducing students to techniques such as leaf rubbing, leaf printing, or flower pressing.</p>		
--	--	---	--	---	--	--

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 6 <b>Mixed-Media Projects</b>  5-6 WEEKS	<b>VA:Cr1.1.5</b>  <b>VA:Cr1.2.</b>  <b>VA:Cr2.1.5</b>  <b>VA:Cr2.2.5</b>  <b>VA:Re7.2.5</b>  <b>VA:Cn10.1.5</b>	<p><b>Technical Skills:</b></p> <p><b>Students will</b> demonstrate proficiency in using various art materials, including but not limited to pencils, markers, paints, collage materials, and found objects.</p> <p><b>Students will</b> learn techniques such as layering, blending, collage, assemblage, and texture creation using mixed media.</p> <p><b>Creativity and Expression:</b></p> <p><b>Students will</b> experiment with combining varied materials and techniques to create visually engaging artworks.</p> <p><b>Students will</b> explore personal expression and creativity through the use of mixed media, experimenting with color, texture, and composition to convey meaning or emotion.</p> <p><b>Artistic Process:</b></p> <p><b>Students will</b> plan and execute artworks using a step-by-step artistic process, including brainstorming,</p>	<b>Color</b>  <b>shape</b>  <b>line</b>  <b>form</b>  <b>texture</b>  <b>space</b>  <b>Balance</b>  <b>Emphasis</b>  <b>Contrast</b>  <b>Pattern</b>  <b>Movement</b>  <b>Unity</b>	<p><b>Exploration of Materials:</b> Introduce students to a variety of art materials commonly used in mixed media art, such as paint, markers, colored pencils, collage materials (like paper, fabric, and found objects), and adhesives.</p> <p>Layering and Collage: Teach students how to layer different materials to create depth and texture in their artwork.</p> <p><b>Combining Techniques:</b> Encourage students to combine different artistic techniques within their mixed media artworks.</p> <p><b>Texture Creation:</b> Explore the use of texture in mixed media art.</p> <p>Experimental Approaches: Encourage students to take risks and try novel approaches in their artwork.</p> <p><b>Personal Expression:</b> Emphasize the importance of personal expression in mixed media art. Encourage students to draw inspiration</p>	<p><b>Art History and Context:</b></p> <p>Students will learn about artists who have worked with mixed media throughout history and across cultures, exploring how different artists have used mixed media to innovate and express themselves.</p> <p><b>Language Arts:</b></p> <p>Writing and Storytelling: Students can create mixed media artworks inspired by literature they have read. They can illustrate scenes from books, design book covers, or create visual narratives based on their own stories or poems.</p>	<p><b>Artwork Portfolio:</b></p> <p>Have students compile a portfolio of their mixed media artworks created throughout the unit. Assess their creativity, craftsmanship, and use of artistic techniques based on the quality and variety of artworks included.</p> <p><b>Art Critiques</b></p> <p><b>Artist statements</b></p> <p><b>Rubrics</b></p> <p><b>Peer Assessments</b></p>

		<p>sketching, experimenting, refining, and reflecting on their work.</p> <p><b>Critical Thinking and Analysis:</b></p> <p><b>Students will</b> analyze and interpret mixed media artworks, considering how the combination of materials and techniques contributes to the overall aesthetic and meaning of the piece.</p>		<p>from their own experiences, interests, and emotions to create artwork that reflects their unique perspectives and voices.</p>		
--	--	---	--	--	--	--



UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 7 <b>Recycled Art</b>  4-5 WEEKS	<b>VA:Cr1.1.5</b> <b>VA:Cr2.1.5</b> <b>VA:Cr2.2.5</b> <b>VA:Cr3.1.5</b> <b>VA:Re9.1.5</b> <b>VA:Cn10.1.5</b>	<p><b>Understanding of Recycling and Environmental Awareness:</b></p> <p><b>Students will</b> learn about the importance of recycling and its impact on the environment, including reducing waste, conserving resources, and minimizing pollution.</p> <p><b>Students will</b> develop an understanding of sustainability principles and the role of artists in promoting environmental awareness through recycled art.</p> <p><b>Creative Exploration with Recycled Materials:</b></p> <p><b>Students will</b> explore a variety of recycled materials such as paper, cardboard, plastics, metals, and found objects for use in their artwork.</p> <p><b>Students will</b> experiment with different techniques and processes for transforming recycled materials into artistic</p>	<p><b>Texture</b></p> <p><b>color</b></p> <p><b>shape</b></p> <p><b>line</b></p> <p><b>Balance</b></p> <p><b>Unity</b></p> <p><b>Emphasis</b></p> <p><b>Contrast</b></p> <p><b>Pattern</b></p>	<p><b>Material Exploration:</b></p> <p>Introduce students to a variety of recycled materials such as paper, cardboard, plastic bottles, metal cans, fabric scraps, and found objects.</p> <p>Encourage students to explore the properties and possibilities of each material, experimenting with cutting, tearing, folding, and manipulating them to discover their creative potential.</p> <p><b>Material Collection and Sorting:</b></p> <p>Organize a collection drive or encourage students to gather recyclable materials from their homes, classrooms, and communities.</p> <p><b>Guide students</b> in sorting and categorizing materials based on their types, colors, textures, and suitability for artistic purposes.</p> <p>Facilitate brainstorming sessions where students generate ideas for their recycled art projects.</p> <p>Provide students with time and space to bring their design ideas</p>	<p><b>Science:</b></p> <p>Environmental Science: Explore the science of recycling, including the processes of decomposition, resource conservation, and waste management. Students can learn about the environmental impact of different materials, recycling practices, and sustainable living.</p> <p><b>Mathematics:</b></p> <p>Measurement and Geometry: Apply mathematical concepts such as measurement, estimation, and geometry to recycled art projects. Students can calculate</p>	<p><b>Reflection and Evaluation:</b></p> <p>Students can reflect on their recycled art projects and evaluate their creative process, artistic choices, and outcomes.</p> <p>Students also can consider the environmental impact of their artwork and reflect on their role as artists in promoting sustainability and social responsibility through recycled art.</p>

		<p>creations, fostering creativity and innovation.</p> <p><b>Students will</b> develop problem-solving skills as they brainstorm ideas, plan, and execute their recycled art projects.</p> <p><b>Students will</b> learn and apply a range of artistic techniques and processes to create recycled art, including cutting, tearing, folding, collage, assemblage, and sculpture.</p> <p><b>Students will</b> explore conceptual themes related to recycling and sustainability through their artwork, such as waste reduction, resource conservation, consumerism, and the interconnectedness of ecosystems.</p>		<p>to life, using recycled materials to construct their artworks.</p> <p>Foster problem-solving skills as students encounter challenges or limitations in their recycled art projects.</p> <p><b>Integrate discussions</b> about environmental sustainability and the importance of recycling into the artmaking process.</p>	<p>dimensions, angles, and proportions when designing and constructing their artwork, fostering spatial reasoning skills.</p>	
--	--	--	--	---	---	--

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 8  <b>Pop Art</b>  <b>4-6 WEEKS</b>	<b>VA:Cr1.1.5</b> <b>VA:Cr1.2.5</b> <b>VA:Cr2.1.5</b> <b>VA:Cr2.2.5</b> <b>VA:Pr5.1.5</b> <b>VA:Re7.2.5</b> <b>VA:Re9.1.5</b> <b>VA:Cn10.1.5</b> <b>VA:Cn11.1.5</b>	<p><b>Understanding of Pop Art Movement:</b></p> <p><b>Students will</b> learn about the origins, key artists, and characteristics of the pop art movement, including its focus on popular culture, consumerism, and mass media imagery.</p> <p><b>Students will</b> develop an understanding of the social, cultural, and historical context in which pop art emerged and its impact on contemporary art and society.</p> <p><b>Identification of Pop Art Elements:</b></p> <p><b>Students will</b> identify common elements and themes found in pop art, such as bold colors, graphic patterns, iconic imagery, and everyday objects.</p> <p><b>Students will</b> analyze and interpret pop art artworks, recognizing the use of repetition, juxtaposition, and appropriation of imagery from popular culture. Students will experiment with techniques used by pop artists, such as collage, screen printing,</p>	<p><b>Color shape line texture</b></p> <p><b>Repetition</b></p> <p><b>Contrast</b></p> <p><b>Emphasis</b></p> <p><b>Unity</b></p>	<p><b>Observational Drawing:</b></p> <p>Students can observe and sketch everyday objects, symbols, or characters from popular culture, such as food items, comic book characters, or logos. Emphasize capturing the bold shapes and graphic qualities characteristic of pop art imagery.</p> <p><b>Collage and Mixed Media:</b></p> <p>Introduce collage techniques using magazine clippings, newspapers, printed advertisements, or found objects to create pop art compositions. Students can experiment with layering, overlapping, and juxtaposing images to create visually dynamic artworks. Experiment with painting techniques commonly used in pop art, such as flat areas of color, bold outlines, and graphic patterns. Students can use acrylic paints or tempera paints to create colorful, dynamic pop art compositions.</p> <p><b>Comic Strip Creation:</b></p> <p>Explore the art of comic strips</p>	<p><b>Art History:</b> Study the evolution of pop art as a movement, including key artists, artworks, and stylistic developments. Students can analyze the work of pop art pioneers such as Andy Warhol, Roy Lichtenstein, and Claes Oldenburg and their contributions to the art world.</p>	<p><b>Critique and Reflection:</b> Organize a class critique session where students present their pop art creations to their peers. Encourage constructive feedback and discussion about each artwork, focusing on elements such as composition, color, symbolism, and interpretation.</p> <p><b>Rubric-Based Assessment:</b></p> <p>Develop a rubric that outlines specific criteria for assessing pop art projects, such as creativity, craftsmanship, use of pop art techniques, and understanding of pop art concepts.</p> <p><b>Peer and Self-Assessment:</b></p> <p>Incorporate peer and self-assessment activities throughout</p>

		<p>stenciling, and use of commercial materials.</p> <p><b>Students will</b> practice applying bold colors, graphic shapes, and text to create visually dynamic and impactful pop art compositions.</p> <p><b>Students will</b> use pop art as a form of creative expression, drawing inspiration from popular culture, advertising, consumer products, and media imagery.</p>		<p>and graphic novels as a form of pop art storytelling.</p> <p>Students can create their own comic strips inspired by pop culture themes, incorporating bold imagery, speech bubbles, and visual storytelling techniques.</p> <p><b>History: Cultural Context:</b> Explore the historical context in which pop art emerged, including the social, political, and cultural influences of the 1950s and 1960s. Students can learn about significant events, movements, and figures that shaped the development of pop art.</p>		<p>the unit, where students evaluate their own artwork and provide feedback to their peers. Encourage students to use criteria such as creativity, craftsmanship, and adherence to pop art principles when assessing artworks.</p>
--	--	---	--	---	--	--

## 6<sup>th</sup> GRADE VISUAL ARTS CURRICULUM

<b>CR CREATING</b>	<b>VA:Cr1.1.6</b> a. <b>Collaboratively</b> exchange <b>concepts</b> and different points of view to <b>generate innovative</b> ideas for creating art	<b>VA:Cr1.2.6</b> a. Use <b>brainstorming</b> to formulate an <b>artistic investigation</b> of personally relevant content for creating art.	<b>VA:Cr2.1.6</b> a. Demonstrate openness in trying new ideas, <b>materials</b> , methods, and <b>artmaking approaches</b> in making works of art and design.	<b>VA:Cr2.2.6</b> a. Practice <b>conservation</b> , care, safety, and clean-up of art <b>materials</b> , tools, & equipment. b. Explain and practice <b>responsible use</b> of sharing <b>images</b> online.	<b>VA:Cr2.3.6</b> a. Design or redesign objects, places, or systems that meet the identified needs of diverse users.	<b>VA:Cr3.1.6</b> a. Reflect on whether personal artwork effectively communicates meaning and revise accordingly.
<b>PR PRESENTING</b>	<b>VA:Pr4.1.6</b> a. Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork	<b>VA:Pr5.1.6</b> a. Analyze and evaluate the reasons for and the ways that an exhibition is presented.	<b>VA:Pr6.1.6</b> a. Assess, explain, and provide evidence of how museums or other venues reflect the history and values of a community.			
<b>RE RESPONDING</b>	<b>VA:Re7.1.6</b> a. Identify and interpret works of art or design that reveal how people around the world live and what they value	<b>VA:Re7.2.6</b> a. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	<b>VA:Re8.1.6</b> a. Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media	<b>VA:Re9.1.6</b> a. Recognize differences in criteria used to evaluate works of art, depending on styles, genres, and media as well as on historical and cultural contexts.		
<b>CN CONNECTING</b>	<b>VA:Cn10.1.6</b> a. Apply formal and conceptual vocabulary of art and design to view surroundings in new ways through artmaking.	<b>VA:Cn11.1.6</b> a. Analyze how works of art and design correlate with the needs, desires, beliefs, and traditions of a culture.	<b>VA:Cn11.2.6</b> a. Compare and contrast different design solutions to a community planning problem, based on appeal, function, and innovative quality.			

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 1  <b>Color Schemes &amp; Symbolism</b>  <b>3-4 WEEKS</b>	<b>VA:Cr1.2.6</b>  <b>VA:Cr2.2.6a</b>  <b>VA:Cr3.1.6</b>  <b>VA:Re7.2.6</b>	<p><b>Understanding Color Theory:</b></p> <p><b>Students will</b> learn about the color wheel and basic color theory concepts, including primary, secondary, and tertiary colors, as well as warm and cool colors.</p> <p>Students will explore how colors interact with each other, including complementary, analogous, and monochromatic color schemes.</p> <p><b>Exploring Color in Art and Design:</b></p> <p><b>Students will</b> examine artworks from diverse cultures, historical periods, and artistic movements, paying attention to the use of color and its impact on the overall composition.</p> <p><b>Students will</b> analyze how artists use color to convey mood, emotion, and meaning in their artwork, as</p>	<p><b>Color,</b></p> <p><b>line</b></p> <p><b>Shape,</b></p> <p><b>form,</b></p> <p><b>texture</b></p> <p><b>Emphasis</b></p> <p><b>Unity,</b></p> <p><b>Balance</b></p> <p><b>contrast</b></p> <p><b>proportion</b></p> <p><b>movement</b></p> <p><b>pattern</b></p> <p><b>symbolism</b></p>	<p><b>Color Mixing and Blending:</b></p> <p>Teach students basic color theory concepts, such as primary, secondary, and tertiary colors</p> <p><b>Color Harmonies and Schemes:</b></p> <p>Introduce students to different color harmonies and schemes, such as complementary, analogous, and monochromatic</p> <p><b>Symbolic Color Exploration:</b></p> <p>Discuss the symbolic meanings of colors in diverse cultures and contexts.</p> <p><b>Color Psychology and Emotion:</b></p> <p>Explore the psychological effects of colors on mood and emotion</p> <p><b>Mixed Media Collage:</b></p> <p>Introduce students to mixed media techniques, combining varied materials and textures with color.</p> <p><b>Digital Art and Design:</b></p>	<p><b>Language Arts:</b></p> <p>Have students explore literary works where colors are used symbolically, such as in poetry, literature, and advertisements.</p> <p><b>History and Social Studies:</b></p> <p>Explore the historical and cultural significance of color symbolism in different societies and time periods.</p> <p><b>Mathematics:</b></p> <p>Integrate mathematical concepts related to color theory, such as the color wheel, color mixing, and geometric patterns in color schemes.</p>	<p><b>Color Theory Quiz:</b></p> <p>Create a quiz that assesses students' knowledge of color theory concepts, including primary, secondary, and tertiary colors, color mixing, and color schemes.</p> <p><b>Color Wheel Project:</b></p> <p>Ask students to create their own color wheel project that demonstrates their understanding of color relationships and harmonies.</p> <p><b>Color Symbolism Collage:</b></p> <p>Have students create collage artwork that incorporates symbolic colors to convey a specific theme or message.</p>

		<p>well as to create visual interest and harmony.</p> <p><b>Students will</b> research and discuss the symbolic meanings of colors in different cultures and contexts, including cultural associations, psychological effects, and historical symbolism</p> <p><b>Students will</b> participate in group discussions and critiques of artworks, sharing their observations and interpretations of the use of color in the artwork.</p>		<p>Introduce students to digital art tools and software for creating digital artwork</p>		
--	--	--	--	--	--	--

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 2 <b>Elements of Composition</b>  <b>3-4 WEEKS</b>	<b>VA:Cr1.1.6</b>  <b>VA:Cr3.1.6</b>  <b>VA:Pr4.1.6</b>  <b>VA:Re7.2.6</b>  <b>Cn10.1.6</b>	<p><b>Students will:</b> Identify and define the basic elements of composition.</p> <p>Understand the role of each element in creating visually compelling artworks and communicating ideas or emotions.</p> <p><b>Students will:</b> Analyze artworks to identify how different elements of composition are used to organize space, create focal points, and convey meaning.</p> <p><b>Students will:</b> Experiment with various compositional techniques, such as balance, rhythm, harmony, contrast, emphasis, and movement.</p>	<p><b>line,</b></p> <p><b>shape,</b></p> <p><b>form,</b></p> <p><b>color,</b></p> <p><b>texture,</b></p> <p><b>space,</b></p> <p><b>value.</b></p> <p><b>Unity</b></p> <p><b>harmony</b></p> <p><b>balance,</b></p> <p><b>scale</b></p> <p><b>contrast,</b></p> <p><b>movement/</b></p> <p><b>rhythm</b></p> <p><b>pattern,</b></p> <p><b>emphasis</b></p>	<p><b>Observational Drawing:</b> Have students practice observational drawing exercises to develop their understanding of the basic elements of composition, such as line, shape, and form</p> <p><b>Composition Studies:</b> Assign students to create small-scale composition studies exploring different compositional techniques and principles.</p> <p><b>Mixed Media Projects:</b> Encourage students to explore mixed media techniques to create layered and textured compositions.</p>	<p><b>Mathematics:</b> Explore the mathematical concepts of symmetry, proportion, and geometry in composition</p> <p><b>Literature:</b> Integrate literature into the unit by having students analyze how elements of composition are used in book illustrations, graphic novels, or cover designs</p>	<p><b>Composition Analysis Project:</b> In this assessment, students analyze and critique compositions from various artworks or photographs,</p> <p><b>Portfolio Review:</b> A portfolio review allows students to highlight their understanding and application of compositional elements and principles throughout the unit</p>



UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 3 <b>Perspective Drawing Techniques</b> <b>5-6 WEEKS</b>	<b>VA:Cr1.1.6</b> <b>VA:Cr1.2.6</b> <b>VA:Cr2.1.6</b> <b>VA:Cr2.2.6</b> <b>VA:Pr5.1.6</b> <b>VA:Re9.1.6</b>	<b>Students will:</b> Recognize and differentiate between one-point and two-point perspective drawing techniques.  <b>Students will:</b> Demonstrate the ability to create the illusion of depth and space in drawings using one-point and two-point perspective. Practice drawing techniques such as overlapping, size variation, and diminishing detail to enhance the illusion of depth in perspective drawings.	<b>Line,</b> <b>shape</b> <b>form</b> <b>space</b> <b>value,</b> <b>proportion</b> <b>balance,</b> <b>unity,</b> <b>value</b>	<b>Observational Drawing:</b> Begin the unit by teaching students how to observe and sketch simple objects or scenes from direct observation <b>Grid Drawing: Introduce</b> grid drawing as a method for transferring images and understanding proportion in perspective One point and 2-point perspective.	<b>Mathematics:</b> Perspective drawing involves mathematical concepts such as geometry, proportion, and measurement.  <b>History and Social Studies:</b> Students can learn about the historical development of perspective drawing techniques and their significance in diverse cultures and societies.	<b>Perspective Drawing Portfolio:</b>  Students compile a portfolio of their perspective drawings created throughout the unit.  <b>Perspective Drawing Critique:</b>  Students participate in a group critique session where they present their perspective drawings to classmates and receive feedback.

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 4 <b>Sculpture, 3-D construction, Form 5-6 WEEKS</b>	<b>VA:Cr1.1.6</b> <b>VA:Cr1.2.6</b> <b>VA:Cr2.1.6</b> <b>VA:Cr2.2.6</b> <b>VA:Re7.2.6</b>	<p><b>Students will:</b> Identify and define the basic elements of sculpture, including form, shape, space, texture, and color (if applicable).</p> <p><b>Students will:</b> Understand how principles such as balance, proportion, rhythm, unity, and emphasis apply to sculpture. <b>Students will:</b> Experiment with a variety of sculptural materials and techniques, such as clay modeling, Papier Mache, wire sculpture, carving, or assemblage.</p> <p><b>Students will:</b> Demonstrate proficiency in basic sculpting techniques, including additive and subtractive methods, modeling, molding, and casting.</p>	<b>Form, texture, shape, space, color balance, proportion unity emphasis, movement, rhythm</b>	<p><b>Modeling:</b> Students use pliable materials such as clay, polymer clay, or modeling clay to build up forms by shaping and manipulating the material with their hands and sculpting tools.</p> <p><b>Assemblage:</b> Assemblage involves constructing sculptures by assembling found objects or materials together. <b>Armature Building:</b> An armature is a supportive framework used to give structure to a sculpture.</p> <p><b>Mixed Media Sculpture:</b> Mixed media sculpture involves combining varied materials and techniques to create sculptural artworks.</p> <p><b>Painting and Finishing:</b> Students can explore painting and finishing techniques to add color and detail to their sculptures.</p>	<p><b>Language Arts:</b> Integrate literacy skills through writing activities related to sculpture. Have students write artist statements, descriptive essays, or reflective journals about their sculptural creations, articulating their artistic intentions, inspirations, and creative processes.</p>	<p><b>Sculpture Critique and Peer Evaluation:</b></p> <p>Description: Students participate in a critique session where they present their sculptures to peers and provide feedback on each other's work.</p>

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 5 <b>Winter- Inspired Art</b>  <b>4-5 WEEKS</b>	<b>VA:Cr1.1.6</b> <b>VA:Cr2.2.6</b> <b>VA:Cr3.1.6</b> <b>VA:Pr4.1.6</b> <b>VA:Pr6.1.6</b> <b>VA:Re7.1.6</b> <b>VA:Re8.1.6</b>	<b>Students will:</b> Identify and explore themes and imagery associated with the winter season, such as snow, ice, cold weather activities, holidays, and seasonal landscapes. <b>Students will:</b> Practice observational drawing and sketching from direct observation of winter landscapes, objects, and seasonal elements such as snowflakes, icicles, or winter plants. <b>Cultural and Historical Contexts:</b>  <b>Students will:</b> Explore the cultural and historical significance of winter art traditions, rituals, and celebrations across different societies and civilizations.	<b>Color form texture line space balance unity emphasis rhythm proportion</b>	<b>Drawing and Sketching:</b>  Encourage students to use drawing and sketching as a preliminary step to plan their winter-themed artworks. They can sketch winter landscapes, snowflakes, animals, or scenes from their imagination or observation.  <b>Painting:</b>  Explore painting techniques to depict winter scenes and elements. Students can experiment with watercolor, acrylic, or tempera paints to create snowy landscapes, icy textures, and vibrant winter skies.  <b>Also: COLLAGE, PRINTMAKING, SCULPTURE, DIGITAL ART, MIXED-MEDIA.</b>	<b>Science:</b>  Explore scientific concepts related to winter phenomena such as snowflakes, ice formation, and weather patterns.  <b>Social Studies:</b>  Investigate the cultural and historical significance of winter festivals, traditions, and celebrations around the world.	<b>Sharing and Presenting Artwork:</b>  Share and present completed winter artworks with peers, family, or the broader community through exhibitions, displays, or digital platforms.  Students will practice communicating about their artistic process, inspirations, and creative choices, fostering confidence in sharing their artwork and receiving feedback.  Students curate and present an exhibition of their winter-themed artworks created throughout the unit. The exhibition can be held in the school art gallery, classroom, or through digital platforms.

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 6 <b>Egyptian Art</b>  <b>5-6 WEEKS</b>	<b>VA:Cr1.1.6</b> <b>VA:Cr2.1.6</b> <b>VA:Cr2.2.6</b> <b>VA:Cr3.1.6</b> <b>VA:Pr4.1.6</b> <b>VA:Pr6.1.6</b> <b>VA:Re7.1.6</b> <b>VA:Cn10.1.6</b> <b>VA:Cn11.1.6</b>	<p><b>Students will understand Egyptian Art and Culture:</b></p> <p>Identify and describe key characteristics of Egyptian art, including stylized forms, symbolic imagery, and artistic conventions such as frontalism and hieratic scale.</p> <p><b>Exploring Artistic Techniques and Materials:</b></p> <p><b>Students will:</b> Investigate the materials and techniques used in Egyptian art, such as relief carving, painting, sculpture, and decorative arts like jewelry and pottery.</p> <p><b>Analyzing Symbolism and Iconography:</b></p> <p><b>Students will:</b> Analyze the symbolism and iconography present in Egyptian artworks, including gods and goddesses, pharaohs, hieroglyphs, and religious symbols such as the ankh and the Eye of Horus.</p> <p><b>Also, Creating Egyptian-Inspired Artworks,</b></p>	<p><b>Shape line</b> <b>color texture</b> <b>balance</b></p>	<p><b>Hieroglyphic Writing:</b></p> <p>Introduce students to the ancient Egyptian writing system of hieroglyphs.</p> <p>Teach students basic hieroglyphic symbols and their meanings, focusing on common symbols such as animals, plants, and everyday objects.</p> <p><b>Egyptian Symbolism and Iconography:</b></p> <p>Explore the symbolic meanings of common motifs and symbols used in Egyptian art, such as the Ankh (symbol of life), the Eye of Horus (symbol of protection), and the Scarab (symbol of rebirth).</p> <p>Introduce students to the techniques used in Egyptian tomb paintings and relief sculptures.</p> <p><b>Mummy Portrait Painting:</b></p> <p>Introduce students to the tradition of painting mummy portraits, which were placed on the faces of mummies in ancient Egypt.</p>	<p><b>History/Social Studies:</b></p> <p>Explore the historical and cultural context of ancient Egypt, including its geography, society, religion, and political structures. <b>Language Arts:</b></p> <p>Integrate literacy skills through reading and writing activities related to Egyptian art and culture.</p>	<p><b>Critical Thinking and Interpretation:</b></p> <p>Engage in critical thinking and interpretation of Egyptian artworks, considering questions such as the role of art in Egyptian society, the function of tombs and temples as artistic monuments, and the representation of power and authority in pharaonic art.</p> <p>Students create their own hieroglyphic inscriptions inspired by ancient Egyptian art and culture.</p> <p>Assess creativity and accuracy.</p>

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 7 <b>Print- making</b> 4-5 WEEKS	<b>VA:Cr1.1.6</b> <b>VA:Cr1.2.6</b> <b>VA:Cr2.1.6</b> <b>VA:Pr4.1.6</b> <b>VA:Re9.1.6</b> <b>VA:Cn10.1.6</b>	<p><b>Understanding Printmaking Techniques:</b></p> <p><b>Students will:</b> Identify and describe different printmaking techniques such as relief printing, intaglio printing, and stencil printing.</p> <p><b>Experimenting with Relief Printing:</b></p> <p><b>Students will:</b> Learn the basics of relief printing by creating simple relief printing blocks or plates. <b>Creating Multiple Impressions:</b></p> <p><b>Students will:</b> Understand the concept of editioning in printmaking and the process of creating multiple impressions from a single printing plate or block.</p> <p><b>Students can also explore Composition and Design, Express Ideas and Themes, Develop Technical Skills</b></p>	<b>Line</b>  <b>shape</b>  <b>texture</b>  <b>color</b>  <b>space</b>  <b>balance</b>  <b>contrast</b>  <b>unity</b>  <b>emphasis</b>	<p><b>Designing and Planning:</b></p> <p>Begin by introducing students to the basic principles of design and composition. Discuss concepts such as balance, rhythm, contrast, and focal point. Carving or Etching:</p> <p>For relief printing techniques such as linocut or woodcut, students will carve their designs into printing plates or blocks.</p> <p><b>Inking and Rolling:</b></p> <p>Teach students how to properly ink their printing plates or blocks using a brayer or roller.</p> <p><b>Printing:</b></p> <p>Introduce students to the printing process, including techniques for hand-printing or using a printing press.</p> <p><b>Also:</b>  <b>Editioning/Documentation, Cleanup/Maintenance of Tools.</b></p>	<p><b>History:</b></p> <p>Explore the historical development of printmaking techniques and their significance in different cultures and time periods. <b>Language Arts:</b></p> <p>Integrate literacy skills by exploring printmaking-related vocabulary, terminology, and technical terms.</p>	<p><b>Printmaking Portfolio:</b></p> <p>Description: Students compile a portfolio showcasing their printmaking artworks created throughout the unit <b>Print Critique:</b></p> <p>Description: Students participate in a group critique session where they present and discuss their prints with peers and the teacher.</p>

UNIT/ TIMELINE	STANDARD	STUDENT LEARNING OBJECTIVE	ELEMENTS & PRINCIPLES	ARTISTIC PROCESS	CROSS CURRICULAR	ASSESSMENT
Unit 8 <b>Ceramics</b>  4-5 <b>WEEKS</b>	<b>VA:Cr1.1.6</b> <b>VA:Cr1.2.6</b> <b>VA:Cr2.1.6</b> <b>VA:Pr4.1.6</b> <b>VA:Re7.1.6</b> <b>VA:Re7.2.6</b> <b>VA:Cn11.1.6</b>	<p><b>Students will: Understand Ceramic Materials and Tools:</b></p> <p>Identify and describe basic ceramic materials and tools used in hand building and sculpting, such as clay, pottery tools, rolling pins, and clay cutters.</p> <p><b>Applying Surface Decoration Techniques:</b></p> <p><b>Students will</b> learn surface decoration techniques such as carving, sgraffito, stamping, and incising to enhance the visual appeal of ceramic artworks.</p> <p><b>Developing Technical Skills:</b></p> <p><b>Students will</b> develop technical skills in ceramic construction, including clay preparation, hand building techniques, and surface finishing.</p> <p><b>Also: Understanding Kiln Firing Process:</b></p>	<p><b>Form</b> <b>texture</b> <b>color</b> <b>line</b></p> <p><b>Balance</b> <b>proportion</b> <b>unity</b></p>	<p><b>Clay Preparation:</b></p> <p>Teach students how to prepare clay for hand building by kneading or wedging to remove air bubbles and ensure uniform consistency.</p> <p>Demonstrate techniques for rolling out clay slabs to a consistent thickness using rolling pins or slab rollers, emphasizing proper handling and care of clay. <b>Hand building Techniques:</b></p> <p>Introduce students to basic hand building techniques such as pinch, coil, and slab construction to create three-dimensional ceramic forms.</p> <p><b>Modeling and Sculpting:</b></p> <p>Guide students in modeling and sculpting clay to create expressive forms and figures, encouraging experimentation with shape, texture, and volume.</p> <p><b>Also: surface decoration, glazing, kiln firing, clean-up, and maintenance</b></p>	<p><b>History:</b></p> <p>Explore the historical significance of ceramics in different civilizations, such as ancient Mesopotamia, Egypt, China, Greece, and Mesoamerica.</p> <p><b>Science:</b></p> <p>Examine the scientific properties of clay and ceramics, including their composition, physical properties, and chemical reactions during firing.</p>	<p><b>Reflecting on Artistic Process and Critique:</b></p> <p>Reflect on the artistic process of ceramic making, including planning, experimentation, revision, and refinement of ceramic artworks.</p> <p><b>Participate in group critiques</b> to discuss and evaluate ceramic projects, providing constructive feedback and insights on peers' work while reflecting on one's own artistic choices and decisions</p>